DOCUMENT RESUME

ED 102 934 IR 001 442

AUTHOR	Wood, Margaret
TITLE	A Survey of Library Services Available to Navajo People on the Navajo Indian Reservation.
INSTITUTION	Denver Univ., Colo. Graduate School of Librarianship.
SPONS AGENCY	Institute for Interdisciplinary Studies, Minneapolis, Minn.
PUB DATE	Aug 73
NOTE	153p.; For related documents see IR 001 438-444
EDRS PRICE	MF-$0.76 HC-$8.24 PLUS POSTAGE
DESCRIPTORS	*American Indians; Federal Aid; *Financial Support; Libraries; Library Programs; *Library Services; National Programs; Reservations (Indian)
IDENTIFIERS	Arizona; Canada; Saskatchewan

ABSTRACT

While the need for library services on the Navajo Reservation in Arizona is great, financial support is at the legal minimum, which is inadequate. A reason for this is that Indians on reservations pay no state income tax, and are therefore not entitled to state support, but must rely on federal funding. A model for a possible solution to this problem may be found in a program in Saskatchewan, Canada, where the province's Indian-Eskimo Association proved Indian use and need of libraries to the Canadian Department of Indian Affairs and Northern Development. On the initiation of individual Indian bands, the department has agreed to grant $1.50 per capita for library services if the Indians will match grants at the rate of 10 cents per capita, and if a working arrangement is established with a larger library system. Pressure may be applied to U.S. government institutions for similar grants to Indians in the United States. (LS)

STUDIES IN LIBRARIANSHIP

NUMBER 9, 1973

UNIVERSITY OF DENVER
GRADUATE SCHOOL OF LIBRARIANSHIP

ED102934

A SURVEY OF LIBRARY SERVICES AVAILABLE TO NAVAJO PEOPLE ON THE NAVAJO RESERVATION

IR001442

MARGARET WOOD

ED102934

A SURVEY OF LIBRARY SERVICES AVAILABLE TO NAVAJO PEOPLE ON THE NAVAJO INDIAN RESERVATION

A Research Paper

by

Margaret Wood

Graduate School of Librarianship
University of Denver
August, 1973

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ACKNOWLEDGMENTS

Since the bulk of information for this paper came directly from people working with library programs on or near the Navajo Reservation, those people have to be commended on their courtesy and generosity towards me. Librarians and administrators of library programs gave freely of their time to grant interviews, many not pre-arranged, and of dozens of letters sent, only one was not answered.

Mr. Phil Heer, who acted as my advisor in this project gave much encouragement and was very demanding about quality, both of which made the end-product better. My roommate, Ms. Carol Lewis, gave encouragement, tolerated large amounts of papers scattered around, and acted as chief proofreader.

My special thanks to Ms. June E. Pachuta who generously acted as editor and typist and helped improve the quality of the end-product a great deal.

ABSTRACT

In this study, an attempt has been made to identify all types of library services available to Navajo Indian people living on the Navajo Indian Reservation. In that the present level of service has been labelled inadequate, an effort has been made to determine who is responsible for serving the Reservation. Also, causes of the inadequacies and means of improvement have been investigated.

TABLE OF CONTENTS

I. NEEDS OF THE NAVAJO 1

II. SURVEY OF LIBRARY SERVICE 12

III. LIBRARY SERVICE IN ARIZONA 20

IV. LIBRARY SERVICE IN NEW MEXICO 42

V. LIBRARY SERVICE IN UTAH 58

VI. SCHOOL LIBRARIES ON THE NAVAJO RESERVATION . 64

VII. ROUGH ROCK LIBRARY PROJECT 79

VIII. NAVAJO COMMUNITY COLLEGE 87

IX. COLLEGE OF GANADO 93

X. THE NAVAJO TRIBAL MUSEUM LIBRARY 96

XI. THE NAVAJO HERITAGE CENTER 100

XII. RECOMMENDATIONS AND CONCLUSIONS 104

APPENDIX 121

BIBLIOGRAPHY 135

LIST OF MAPS

Map Page

1. The Navajo Indian Reservation........................2
2. The Four Corners Economic Development Region.......16
3. Library Service in Arizona, January, 1971..........39
4. The New Mexico State Library........................43
5. The Northwest Region, New Mexico State Library.....44
6. Utah..59

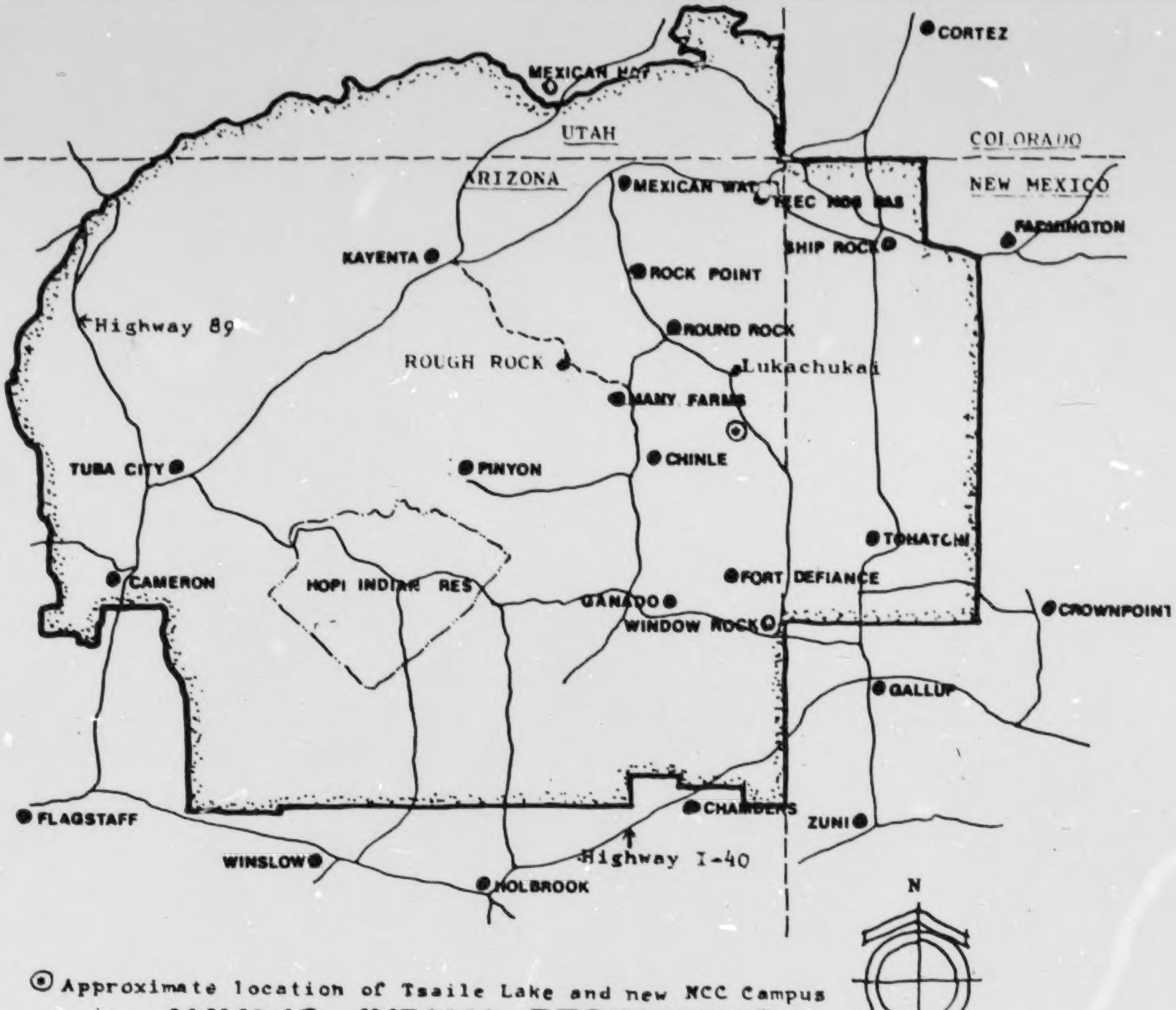
I. NEEDS OF THE NAVAJO

Introduction

In the following paper an attempt has been made to survey all types of libraries on the Navajo Indian Reservation. This includes an analysis of the duties of the three state libraries in whose jurisdiction the Reservation falls, and how each state fulfills its duties. Beyond describing existing library services and state responsibilities, this paper offers recommendations for the different types of libraries in light of their special clientele. There are also recommendations on how to establish federal responsibility for library service to Indians in the United States, as well as the establishment of a permanent funding source to accompany that responsibility.

The Navajo Indian Reservation lies in parts of three states with the largest portion in Arizona, a fair portion in New Mexico, and a small corner in Utah. (See map on following page.) The Reservation is far less developed than the rest of the United States, as is illustrated in the following statistics. These statistics will also put later discussion about libraries into the proper perspective.

In the 25,000 square miles or 16,000,000 acres of the Reservation, an area similar in size to the state of West Virginia, there are 133,500 Navajo people. The land is mostly semi-arid and supports only a small portion of the total population. Most Navajos are wage workers employed by government and tribal



⊙ Approximate location of Tsaile Lake and new NCC Campus

NAVAJO INDIAN RESERVATION

offices or in the few industries and businesses on the Reservation. Population breakdowns reveal striking characteristics, with nearly half of the population being 17 years of age or younger, a figure which is 12 years younger than the median age of the population of the United States as a whole. (21:A-1)*

Education levels for Navajo people are very low, with five years being the median number of school years completed (as compared with 12.2 years nationally), and only 10.8% of Navajo adults have completed high school, whereas over 50% of all adults in the United States are high school graduates. (42:335) There are 55,000 school-age Navajo children, and only 1% of all teachers of Navajo children are Navajo. This is probably a major contributing element to the low reading levels and high drop-out rates. Probably half of all Navajo children speak only Navajo when they start school and almost all schools conduct classes in English, many lacking special reading programs and cultural elements in the curriculum which are so desperately needed. Navajo students start with "deficiencies" in the language arts and reading skills and most never reach averages for the U.S. as a whole. One reason for this bilingualism is that most children come from homes where only Navajo is spoken, because one-third to one-half of all Navajo adults speak little or no English. About one-half of all Navajo adults over 25 years of age are illiterate in English. (21:A-6)

---

* In this method of footnoting, the first number within parentheses indicates an item in the numbered bibliography, located at the end of the paper. The number after the colon indicates the page number in the source cited. A single number in parentheses indicates the source of the information was an interview.

Income levels reflect low education levels. Depending on the source of the statistics, Navajos earn from $300.00 to $900.00 per person annually. Unemployment on the Reservation in the early 1970's was 62.7%, as compared to 6.3% nationally.

Dr. Taylor McKenzie, the first Navajo to become a medical doctor and presently Director of the Public Health Service Hospital in Shiprock, New Mexico, believes"...the Navajo health picture is improving but is still about twenty years behind the rest of the country." (35:764) For instance, the infant death rate is 42.3 deaths per 1,000 live births which is twice the national rate. The life expectancy of a Navajo is 63.2 years as compared to 70.5 nationally. "Directly related to the high Navajo mortality and morbidity rates are lack of basic sanitary facilities, poor nutrition, the effects of poverty, cultural clash, geographic isolation, unemployment, and lack of education." (21:A-6)

One factor contributing to high disease and death rates is poor housing. While the U. S. population has one modern dwelling (with standard plumbing facilities) for each three persons, Navajos have only one modern dwelling for each 20 persons. Sixty-one percent of all Navajo homes and 1% of all U. S. homes do not have electricity, and 80% of all Navajo homes and 10% of all U. S.

homes do not have water and sewer service. (21:A-6) Besides poverty, one reason for the lack of modern facilities in Navajo homes is the distance between homes. For many years and for some people today, the major source of income is the raising of sheep. Each family had a herd and in order to feed them, family homes and their grazing areas had to be widely scattered.

The shortage of paved roads on the Reservation is another factor contributing to its slow development. Most roads on the Reservation are "all weather" roads, which are "all weather" as long as it does not rain or snow. There are only 1,370 miles of paved roads on the Reservation. "This is little more than one-third of the ratio of paved roads to square miles in rural areas of the states surrounding the reservation." (21:A-6)

History of the Navajo Tribal Government

Since references will be made throughout this paper to several aspects of the Navajo Tribal Government and its relation to the library situation on the Reservation, a brief history of its development was felt to be pertinent.

The Navajo Reservation was established by an 1868 treaty, and since that time it has been enlarged by additional grants and purchases of land to its present area of 16 million acres. Until 1923, the Reservation was almost entirely run by the Indian Bureau, later called the Bureau of Indian Affairs. For administrative control and implementation of various programs, the Reservation was segmented into separate agency jurisdictions, with a total of five since 1934. One can imagine the jurisdictional chaos coming from three states, six counties and five Bureau of Indian Affairs agencies, some of them crossing state lines.

The discovery of oil on the Reservation in 1921 created the need for a government body to represent the Navajos as a tribe in negotiations involving oil and gas development leases. (21:C-1) On April 24, 1923, a revised edition of the Regulations Relating to the Navajo Tribe of Indians was approved by the Secretary of the Interior, Hubert Work. Item 3 established the Navajo Tribal Council, a body to be composed of a Chairman and Vice-Chairman, plus ten delegates and ten alternates from the five agencies, plus delegates and alternates from the Hopi Indian Reservation which is surrounded by the Navajo Reservation. The Council's first meeting was held on July 7, 1923, with its major concern being mineral leases. Annual meetings of the Council have been held since then.

In order to become more representative and active, the Tribal Council began reorganizing itself late in 1936, and by late 1938 it had dropped the Hopi representatives and increased its membership from ten delegates and ten alternates to 74 delegates. Seventy-four election communities or chapters were created, resembling the counties of a state. Each chapter has a councilman, a chapter president, vice president, secretary and

7

treasurer; most chapters hold monthly meetings which the residents of that chapter attend. Each chapter has a headquarters called a chapter house where the meetings are held. These chapter houses also act as community centers where community groups meet and social activities are held. Some have become educational facilities in that they house pre-school and Headstart programs, as well as depository collections of books.

Problem Statement

For the 16,000,000 acres of the Navajo Reservation and the 133,500 Navajo people, there are four volunteer public libraries, school libraries, two academic libraries, at least two special libraries and a bookmobile service. Taking into account the number and kind of library services available to Navajo people, at first it might seem that there is adequate service, at best somewhat sparse. However, on closer examination it is revealed that service is inadequate and for some areas, nonexistent.

The volunteer public libraries were started by Bureau of Indian Affairs workers, Public Health Service doctors' wives, and other Anglo people. They almost exclusively serve the Anglo families in each of the four communities. With the minuscule or nonexistant budgets and a usually untrained volunteer staff, there are no outreach programs. There is a cultural factor involved, in that Navajo adults are not book-oriented, and as pointed out earlier, half neither read nor write English; therefore, most Navajos do not make use of these libraries. One would expect that public funds would be used for public libraries; most public libraries in the United States receive funds through city governments. Residents of the city vote to have a library and pass tax levies of so many mills per dollar on assessed property value, which is then added onto annual property taxes. On the Reservation there are no incorporated cities, no city limits and no property tax--and no public libraries other than these volunteer ones. Since public libraries are the major source of library service to adults, it can be stated that there is virtually no library service for Indian adults.

Almost all students receive library service during the academic school year through their school libraries. However, during the summer months the only libraries for them are the volunteer public libraries, but the children are not likely to go where their parents do not go. The few special libraries in existence do not alleviate the situation in that they offer only limited service to the public. The remaining type of library service in existence is the bookmobile. It serves portions of the Reservation along main highways and paved roads, but its service is not extensive and never reaches the vast interior areas of the Reservation. So it too is inadequate in serving the entire Navajo population.

The purpose of this study is to survey all types of library services and to find out who is responsible for serving the Reservation, why library service is so inadequate and how it might be improved. Hopefully, the results of this study can help the Navajo people receive the library services that they need and perhaps be of value to other Indian tribes in the U. S. who are faced with a similar set of circumstances. After reading about library services to Indians in general, it becomes evident that across the nation Indians are among those served the least or not served at all. Results of this study might well indicate a pattern of responsibility, and the conclusions and recommendations could be applicable to all Indian reservations.

ALA Standards and the Navajo Reservation Libraries

In order to illustrate the present level of library service on the Navajo Reservation,some of the major libraries will be treated as a library system and compared to the American Library Association's minimum standards for library systems. Window Rock Public Library will be considered system headquarters library; other libraries in the system include the three public libraries at Tuba City, Chinle, and Shiprock, the Navajo Tribal Museum Library, the Navajo Community College and College of Ganado libraries, plus the four bookmobiles of the programs that serve the Reservation (from Arizona, New Mexico and Utah).

According to ALA standards, the total system collection should contain 2-4 books per capita. Two books per capita is the recommended figure for systems serving over one million people and four books per capita for smaller systems serving 150,000 to 400,000 people. (29:42) A high estimate for the total number of volumes in the system is 122,900, which, for a population of 133,500, means less than one book per capita. This number includes the three bookmobile collections which are all housed off the Reservation. While the three bookmobile collections total 70,000 volumes, maximum holding capacity on all four bookmobiles equals 11,000 volumes. If the bookmobiles are to be treated as libraries, the 11,000 figure instead of the 70,000 figure should be added into the total number of volumes in the system; a more accurate count would then be made.

Since Window Rock is not an incorporated town, there are no city limits and no definite city population. An estimate of 10,000 can be made on the basis of a circle, about four miles in diameter, drawn with the Navajo Tribal Government office complex at its center. According to ALA, there should be one full-time staff member for every 2,000 people in the community. (29:54) The Window Rock Public Library, treated as a small public library, much less as a systems headquarters library, should have a staff of five; in reality it has a staff of one, and this one a library clerk-typist, not a professional.

The audio-visual collections of the libraries in this "system" are very poor. While ALA standards suggest a total system collection of at least 1,000 films, there are at most 300 films, all of these located in the Navajo Community College and Navajo Tribal Museum libraries, and neither of these make their film collections extensively available to the public.

This brief comparison helps illustrate some of the deficiencies existing on the Navajo Reservation.

II. SURVEY OF LIBRARY SERVICE

Since there are few books or periodical articles written on this subject, most information had to be gathered through interviews and correspondence. The director and project librarian of the northeastern Arizona bookmobile project were personally interviewed, as was the New Mexico State Library Program Coordinator, who administers the bookmobile that serves the New Mexico portion of the Navajo Reservation. For general information about school libraries on the Reservation, one public junior high school librarian, two public high school and one private high school librarians, one community college librarian, and a Bureau of Indian Affairs elementary school principal were interviewed. The librarian at Gallup Public Library and the director of the Navajo Tribal Museum were also interviewed. Copies of the questionnaires created to help standardize the interviews can be found in Appendix I and II. With six of the persons interviewed, correspondence was established, from which additional information was gained.

Because of distance, the bookmobile personnel and school librarians in Utah could not be personally interviewed, but correspondence was established with the state librarian for information about Utah State Library Commission's contributions of library service to the Utah portion of the Reservation.

Office files were obtained from two persons for primary source information on the proposed Navajo Heritage Center and the

Four Corners Regional Commission.

Correspondence was exchanged with Janet Naumer, co-author of a book (31:1) about library service to the disadvantaged in the United States. Other sources of information include the Arizona and New Mexico library divisions of the state departments of education, the librarian of the College of Ganado, the Assistant Director of the National Indian Education Association Library Project, the Office of Library Services in the U. S. Department of the Interior, and the Educational Resources Information Center, Clearinghouse on Rural Education and Small Schools (ERIC/CRESS).

Additional information was gathered from reports, manuals, and studies. Only one book contained any information on this topic and a few others were used to research state library laws and American Library Association standards. A small number of periodicals and newspapers had pertinent information.

The four-corner states, Arizona, New Mexico, Colorado and Utah, have been recognized by the Federal Government as being underdeveloped. A portion of the four-corner state area has been designated as the Four Corners Economic Development Region.

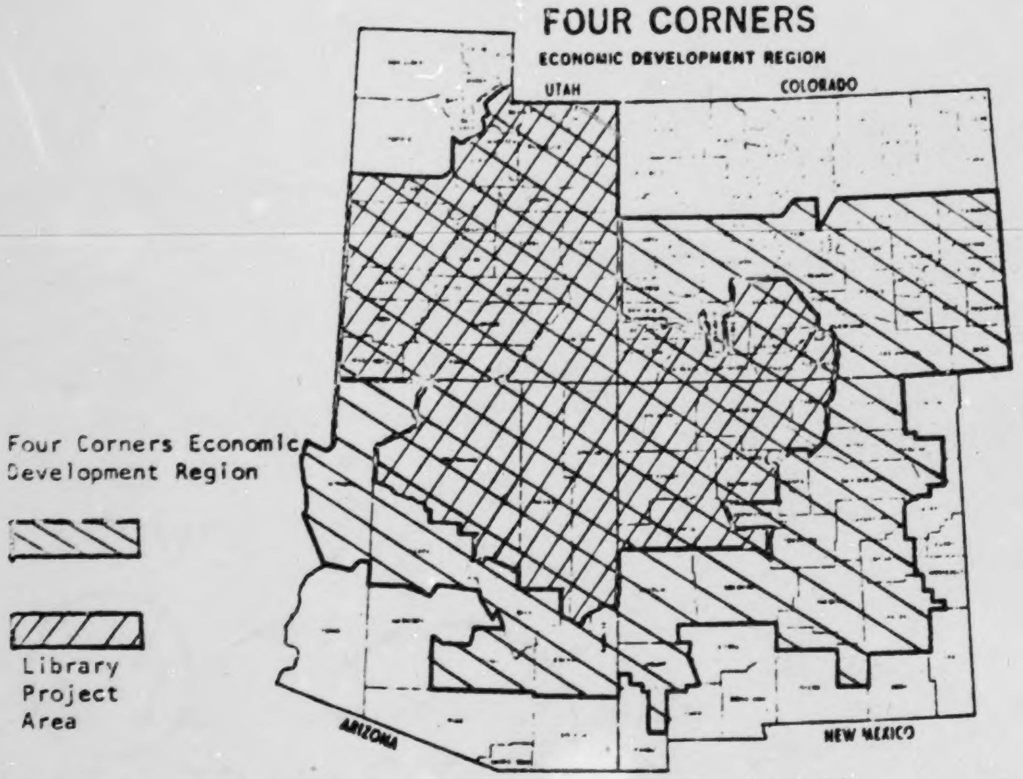
> ...in hearings in 1969 before the Special Subcommittee on Economic Development Programs of the House Committee on Public Works, [they] described the Region as "...in many senses, a colony of the Federal Government.." with 60 percent of the land being federally owned, and in terms of income, a substantial portion arising from Federal activities. An additional ten percent of the land is owned by state and local governments. Since seventy percent of the land is exempted from the tax roles, an inordinate burden is placed on the remainder of the region to support property tax based services such as libraries. (26;3)

The establishment of the Four Corners Regional Commission by the U. S. Congress recognizes the need to stimulate additional employment and income for the region's residents and these have been set as the primary goals of the Commission. (26;1) It is this commission that appropriated partial funds for the Arizona Four Corners Mobile Library Services project, which will later be discussed more fully. This project, funded jointly by the Commission and the Arizona State Library from July, 1971 to June, 1973, and operating in northeastern Arizona (an area which includes most of the Navajo Reservation), has had a strong impact on the Navajo people.

Recognizing the need to improve library services in the Four-Corners Region, representatives from the state library agencies of Arizona, New Mexico, Colorado and Utah met on December 15, 1970, to explore methods for improving the library situation in the region. Held in Winslow,Arizona, this meeting was originally intended to explore the possibilities of Colorado, New Mexico and Utah joining Arizona in an expansion of the Four Corners Mobile Library Project, which had been somewhat of a demonstration program. As the meeting progressed, discussion turned to all types of services in the four-corners area. The participants named themselves the Four Corners Library Planning Committee of the State Library Agencies of Arizona, Colorado, New Mexico, and Utah.

This first meeting ultimately resulted in the preparation of a request for a technical assistance grant from the Four Corners Regional Commission which would be used to help the Library Committee develop a plan for regional library services. A grant from the Commission, plus contributions from the state libraries, enabled the Committee to meet four times. (26:1-2)

The Library Planning Committee designated a Library Project Area (see map on following page) the core section of the Four Corners Economic Development Region which encompasses 147,908 of the 296,000 square miles of the Four Corners Economic Development Region. The whole area is underdeveloped, but certain specific areas within the Library Project Area reflect poorer education, employment, and income levels. One of these areas is the Navajo Reservation, the whole of which is included in the Library Project Area. In all cases, statistics for the Reservation compare


FOUR CORNERS
ECONOMIC DEVELOPMENT REGION
UTAH
COLORADO
ARIZONA
NEW MEXICO
Four Corners Economic Development Region
▧
▨
Library Project Area

(26:3)

unfavorably with the area as a whole. The 133,500 people of the Navajo Nation have a median school years completed of 5 years, as compared to 11.2 years for the entire project area; only 10.8% are high school graduates (49.3% for the area). There is an unemployment figure of 62.7% instead of 6.3%, and the per capita income is $900.00 on the Navajo Reservation and $2,005.00 for the Library Project Area. (26:12)

The four meetings of the Library Planning Committee were held on April 13-15, 1972, in Tucson, Arizona, on May 8-9, 1972, in Farmington, New Mexico, on June 15-16, 1972, in Durango, Colorado, and on August 23-24, 1972, in Moab, Utah. At these meetings information was gathered in order to develop a specific library service plan for the regional area. The committee turned out a Final Report to the Four Corners Regional Commission in October, 1972. This report describes the committee's activities, records present conditions of the library service in the Library Project Area, indicates needs for improved services and summarizes library service projects proposed by the committee.

The major point of the report is that present library service is inadequate or nonexistant. The basic conclusion of the Committee is that cooperation is absolutely necessary to the improvement of library services in the Project Area.

The Library Planning Committee recommended a cooperative, coordinated approach to developing library services in the Area, to be accomplished by an agreement to provide local (state) funds in order to initiate an operational Four Corners Library Project.

The Committee expressed the goal of the Project to be "...individual and community utilization of a four-state coordinated library services program to further educational, cultural, recreational and economic expectations." (26:4)

Each state library pledged $6,000. The total sum of $24,000 for the first year's operation was to be used to hire a Library Program Coordinator and to cover travel and Executive Board expenses. The Four Corners Library Program Executive Board was to be a policy making and major fund soliciting agency, made up of one appointed member from each of the four state library agencies. The coordinator would work with the Executive Board to plan, design, and implement library service programs to help meet the needs of the four-corner area residents. According to the October, 1972 Final Report, January 1, 1973 was proposed as the latest suggested date for the hiring of the Coordinator.

With drastic cuts in the Library Services and Construction Act and other federal funding, the four state libraries were unable to honor their fund pledges and the whole Project has come to a standstill. Funding for subsequent years would have been dependent on the success of the first year of the project.

It was on August 24, 1972, at the Moab, Utah meeting that materials concerning a proposed Navajo Heritage Center were presented to the Four Corners Library Planning Committee. This proposed Navajo Heritage Center, discussed in detail later, was presented by the Office of Program Development of the Navajo Tribal Government. At one time it was hoped that the Four Corners

Regional Commission and the Library Planning Committee could help the Navajo Tribe finance the establishment of the library and cultural center.

The Four Corners Regional Commission has already had an effect upon at least the Arizona portion of the Navajo Reservation by funding a major mobile library project. There is a chance that in time and with the reestablishment of funds, the Commission and the Four Corners Library Planning Committee will have greater and more widespread influence on the Navajo people in regards to libraries.

III. LIBRARY SERVICE IN ARIZONA

From the standpoint of law, Arizona has more specific provisions in its library law than either New Mexico or Utah. Arizona law establishes a library extension service which shall

> Prepare a plan for statewide public library service, including a supplementary service to libraries of books, other printed materials and audio-visual materials, and a direct service to individuals and groups of books, pamphlets and visual materials. Such plan shall be put into effect to the extent made practicable by available facilities...Give professional advice and assistance in the establishment of...any municipal library requesting it...[and] Perform all other duties necessary or appropriate to the development of state-wide library service.
> (27:133-134)

The Library Extension Service (LES) is an agency of the Arizona State Department of Library and Archives, with offices in Phoenix; it is primarily responsible for library service to the Reservation, loans, whole and partial book collections, and offers consulting services to the three volunteer public libraries in the Arizona portion of the Navajo Reservation. It sponsors workshops, usually connected with Reservation school programs, and offers and partially funds a bookmobile service, officially called the Four Corners Mobile Library Project, a program which gives "fairly adequate" service to the Reservation people. The LES also administers an interlibrary loan network for libraries in northwestern Arizona.

Library Networks in Northeastern Arizona

Established and put into operation early in 1971, the Navapach Telecommunications Project was designed to help school and public libraries make the best possible use of materials available in Apache and Navajo Counties. The project was funded through Title III of the Library Services and Construction Act and administered by the Arizona LES. (31;unpaged)

All the public and high school libraries and Navajo Community College Library were issued telephone credit cards. Chinle High School in Chinle, Monument Valley High School in Kayenta, and the Navajo Community College Library in Many Farms were designated as general reference centers. A library phoned its request to the nearest reference center and if the center could not fill it, the center phoned Winslow and the request was forwarded via teletypewriter to the LES office in Phoenix.

The collections of the Navajo Community College and Northern Arizona University in Flagstaff were very valuable to the project, in that their collections often filled requests, especially those dealing with books or information about the Southwest, and eliminated the need to contact Phoenix. The Northern Arizona University Library apparently gave informal support to the project.

The funding for this project ended in June, 1972, but as early as May, 1972, meetings were being held to secure funds to continue and expand this project.

In July, 1972, the area being served was enlarged, the name changed and a similar project was funded. Also, the teletypewriter was moved from Winslow to the Flagstaff Public Library, in order to more fully utilize the materials available there, and to more efficiently use the professional staffs of the library and the Four Corners Mobile Library Project. (24:13) The new project, titled the Library Area Reference and Service System (LARSS), serves an area consisting of Apache, Coconino, Navajo and Yavapai Counties--collectively called Arizona Library Region III. Region III LARSS received a Title III, Library Services and Construction Act Grant in the amount of $8,384.00 from the Arizona State Department of Library and Archives. The purpose of the grant is as follows:

> To establish a reference and resource interlibrary loan and information center (CHAIN) in Region III. The Flagstaff City-Coconino County Library, which is also the Regional Library for Region III, will act as the contracting agent. Libraries in Navajo, Apache and Coconino counties will use telephone credit cards to call in requests to the Flagstaff Library (replacing the Navapach project)...The Flagstaff Library will then TWX (teletypewrite) Library Extension Service, Arizona State University or any other appropriate library throughout the state to obtain a book for information which cannot immediately be located in Region III. Grant money will be used for salaries, equipment, and telephone calls, in addition for workshops to acquaint the librarians of the region with their new benefits and responsibilities. (16:1)

The nine-member Region III LARSS Board consists of representatives from all four counties in the Region. One meeting of the Board was held on September 8, 1972 at the Flagstaff Public Library, the major concern being implementation of the newly funded project.

Another meeting was held on December 8, 1972 in Window Rock, Arizona. Part of the LARSS Grant was to be used for county-wide workshops to acquaint the librarians of the region with the benefits which would accrue from the regional organization,and to inform them of their responsibilities in this new system. This December board meeting was to be the main planning session for those workshops, but it is not known when the workshops were held or their results.

The Navapach and LARSS projects have played an important role in promoting cooperation among the different types of libraries in the project area. Requests for materials not on the bookmobiles or in the local libraries, materials needed for school assignments and general use, have all been effectively handled through this system. A spirit of cooperation has been fostered, and the advantages of such a system are of the utmost importance in such a sparsely populated region and its corresponding inadequacies in library service. (24:20)

Bookmobile Services

History and Funding: In recent years, bookmobiles have become the major source of library service available to Navajo people. The first bookmobile service (provided by the Arizona State Library) seems to have begun in the late 1960's. For a time prior to 1969, one bookmobile made trips to the Reservation at infrequent intervals, coming from Phoenix, Arizona. From mid-1969 to mid-1970, all bookmobile service to the Reservation ceased until a demonstration mobile library project was funded.

The Four Corners Mobile Library Project started in July, 1970, with one bookmobile headquartered in Winslow, Arizona. This one vehicle made approximately 60 stops, each visited every five weeks.

In July, 1971, a second bookmobile, headquartered in Flagstaff, Arizona, was added to the project. This second vehicle enabled the program to raise the 60 stops visited once every five weeks to 91 stops visited once every four weeks. (See Appendix III) The Four Corners Bookmobile Project serves the area bounded by Utah on the north, I-40 on the south, New Mexico on the east, and Highway 89 on the west; in addition, there are a few stops east of Flagstaff. This area includes almost the entire Arizona portion of the Navajo Reservation and an estimated 75 of the 91 stops are on or very near the Reservation, in areas predominately Navajo.

In August, 1971, with the expansion of the project, the headquarters office was moved to Flagstaff, Arizona, the Winslow office becoming a branch office. The project office was located in a Flagstaff city office building. In May, 1972, a move to the Flagstaff Public Library provided much needed storage space for a larger book collection, and allowed easier access to the book stock.

The Project is funded by the Library Extension Service and the Four Corners Regional Commission, with each agency providing $25,000 for the first year and $50,000 for the second year of operation. Money from the Arizona State Library was a combination of Library Services and Construction Act and state monies, while the Four Corners Regional Commission funds were obtained from Economic Development Act appropriations. (7;3) Financial assistance from the Four Corners Regional Commission ended June 30, 1973. One pending proposal to take over the Winslow bookmobile and route is discussed in the public library section of this paper.

Staff and Services: After the Project had been enlarged, the staff consisted of Sheldon Lawrence, Project Director, whose office is in Phoenix with the Library Extension Service, Ms. Jean Groulx, Project Librarian, Mr. Andy Deering, Library Assistant, two clerks, and two bookmobile operators. Much of the information in this section was obtained in an interview with Ms. Groulx, which was held on March 20, 1973. With Project funds ending and not much hope for renewal, Ms. Groulx worked until April 13, 1973, when she resigned to accept a position in Phoenix, Arizona.

The Navajo bookmobile drivers, from different parts of the Reservation and both being able to speak Navajo, helped make needed contacts for establishing stops; they have a rapport with the Navajo users that an Anglo person might not easily attain. The drivers do much more than just operate the bookmobiles; they often make runs alone, and have acquired a thorough knowledge of both the area and the clientele. For example, on their own initiative they have been investigating the possibilities of creating a public library in Kayenta, Arizona. The clerk in the Winslow office, a woman of Hopi descent, was very helpful in arranging schedules for the Hopi villages that the Winslow bookmobile visits.

As stated before, the two bookmobiles have 91 scheduled stops, each visited once every four weeks. Of these stops, 76 are on or near the Navajo Reservation, but it is not known what percentage of the users are actually Navajo.

In addition to providing service from its on-the-spot collection, the bookmobile policy allows patrons who cannot find desired material in the bookmobile collection to request this material from the LES office in Phoenix, which, in turn, locates the material and sends it either to the bookmobile or directly to the requestor.

The Book Collection: Books for the bookmobile collections come from the LES in Phoenix. Project staff draws on the LES collection as needed, either in temporary loan to fill requests, or in adding permanently to their collections.

As the LES receives new books, some are sent to supplement the bookmobile collections. Ms. Groulx said she could request that LES purchase certain items especially for the bookmobile collections. Often, multiple copies of popular items need to be purchased and items are purchased on the recommendation of staff or patrons. The bookmobile staff periodically weeds out the unused materials and adds more pertinent material when it is available.

The staff has tried to acquire and make available a collection tailored to the Indian clientele. Books by or on the American Indian, especially Navajos and Hopis, and on the Southwest are the most in demand. There are some books written in the Navajo language and a few in Spanish. Many of the books produced by the Rough Rock Curriculum Center have been purchased for the bookmobile collections. The Rough Rock Curriculum Center was established as part of the Rough Rock Demonstration School in order to fill the need for curriculum materials in the Navajo language and materials in English reflecting the Navajo culture. The Center produces materials and distributes them to selected Reservation teachers for classroom use and evaluation. On the basis of the evaluations, materials are revised and made available to the public for purchase.

Practical materials such as books on carpentry, ranching, farming, auto repair, arts and crafts etc. are also much in demand. The staff feels that providing children's materials is very important because this is the age at which reading habits are formed. (24:9-10) After these priorities, the collections are general ones, much like any rural library collection. It must be remembered that these collections have to serve people with college degrees, such as Public Health Service personnel and teachers, as well as older citizens who are working for the Graduate Equivalency Diploma, children, and everyone in between.

Ms. Groulx stated that the staff would like to, but cannot, stock the bookmobiles with periodicals. They all felt that periodicals on horses, rodeos, ranching and farming would be very popular, but the LES makes no budget provision for the purchase of periodicals.

There are collections of approximately 10,000 volumes for each bookmobile. Each bookmobile has about a 3,500 volume holding capacity. This 3,500 figure would include some paperback volumes, as well as hard bound volumes. (2)

The collection for the Winslow based bookmobile is stored in the basement of the Winslow Public Library. The collection for the Flagstaff based bookmobile is stored in the basement of the Flagstaff Public Library, in the room that also serves as Project Headquarters.

Circulation: In total, there are about 5,000 card holders served by the two bookmobiles. There are not figures on the percentages of Navajo and Anglo card holders. To get a library card, users fill out an application form which asks for their name and address. Anyone who can write his own name can get a card, and children do not need parents' signatures on their application forms. (2)

There are no fines or overdues as commonly defined. "Overdue"notices are mailed from time to time in hopes of regaining materials, but the staff is not threatening or strict about this matter. These loose requirements are important so as to not discourage users. (2)

Audio-Visual Collection: A request for some audio-visual material and equipment has been submitted to the LES, but these things had not been delivered as of March, 1973.

Some audio-visual material, mostly films, is available from the Arizona State Library, to residents of Arizona. These materials are meant for use by community groups and are not available to schools. It seems that this service might be desired and used by the chapter houses and other groups on the Reservation if it were made known. There is a film catalog in book form, but copies are not carried on the bookmobiles.

Deposit Collections: The heavy demands at some stops have prompted the placement of deposit collections in places such as Overgaard, the College of Ganado Library, and the Navajo National Monument Ranger Station. Assistance has also been given to some chapter house collections, which are available for public use. (24:10) The bookmobile occasionally changes the collections, but this type of activity is not widespread and is not encouraged. The placement and loaning of books is more the responsibility of the Library Extension Service. Whoever runs the deposit collection sets up rules for use. (2)

Bookmobiles and Schools: The bookmobile staff has given assistance to many local educational programs. The Office of Navajo Economic Development's Headstart and Follow Through classes have been provided with materials and consulting services on selection and acquisition of low-level reading materials. Regular stops at over two dozen Headstart classes have circulated a large number of picture books and the vocational, educational, and recreational reading needs of the staffs at the schools have at least partially been filled.

School principals and librarians cooperate in conducting the heavy school stops. Even so, many schools are so large that it is impossible to allow enough time for all students and community members to use the bookmobile collection. The bookmobile offers a welcome addition to the overtaxed libraries in most of the Reservation schools.

Public Relations and Publicity: Scheduling of stops varies slightly with the season. Bookmobile stop schedules, as well as articles on the staff and services offered, have appeared in the

Navajo Times and in Flagstaff, Winslow, Gallup, Farmington and Hopi Action news publications.

Radio stations in Winslow, Page, and other places have also been used to broadcast bookmobile schedules. Some broadcasts were made in the Navajo language.

Ms. Groulx pointed out that there is a problem with publicizing the schedules because of the wide area served and the numerous and scattered radio stations and newspapers that had to be contacted.

Summary: There have been many difficulties in operating the bookmobiles, including such things as bad roads, mechanical breakdowns and funding. There are long distances to cover and it is almost impossible to communicate with bookmobile operators when they are out on runs. It has taken two years of hard work to overcome these difficulties and to organize this bookmobile project, to establish stops and schedules, and to train staff. Ms. Groulx witnessed the increase in use of the bookmobiles as she worked with the project, and stated that at first, the majority of users were Anglos. These were people who had come to the Reservation from different parts of the country and were accustomed to having library service. But now this situation has changed and the majority of users are Navajos. When asked how many Navajos used the request service, Ms. Groulx said that at first that too was used mostly by Anglos; however, as the service became more well known, more and more Navajo people began using it.

The Four Corners Bookmobile Service has been the main source of informational and recreational reading matter on the Reservation. It has provided "fairly adequate" service to the area which it covers, but many areas are inaccessible even to the bookmobile. The objective of the project was to adequately and effectively meet the informational needs of the area (26:1), but being on a monthly schedule, the area is not served as often as is desirable. Ms. Groulx stated that stops should be visited every two weeks. (2)

Other Services: Most of the special services and programs provided by the Arizona State Library through the Library Extension Service have been in the form of workshops and in connection with schools on the Reservation.

Ms. Groulx participated in an Early Childhood Education Workshop at the Toyei Bureau of Indian Affairs (BIA) school in July, 1971. At this workshop she headed a storytelling session which also aroused interest in bookmobile services. According to one report, the kindergarten teachers and their Navajo aids showed a marked appreciation of the materials and consultant services available. (24:12)

A storytelling and picture book workshop was held at Tonalea, Arizona in late September, 1971, for third and fourth grade students. One result of this was an increase in the number of books circulated. During November, 1971. five story hours were conducted by Ms. Groulx for third grade students at Dinnehotso. Some of the stories were told in Navajo by a Navajo instructional aid.

Special instructional sessions for upper grade students have been conducted at a few of the larger BIA boarding schools. These sessions were designed to acquaint students with the bookmobile program and to register new users. Often school libraries are not adequate in meeting all the needs of the students, and the bookmobile serves as a supplementary source of materials.

Public Libraries in the Arizona Portion of the Reservation

Three of the four public libraries that I was able to locate on the Navajo Reservation are situated in Chinle, Tuba City, and Window Rock, Arizona. In all cases, the buildings and utilities are provided free by the Bureau of Indian Affairs.

Window Rock Public Library

History and Funding: The oldest and largest public library on the Navajo Reservation is, appropriately, located in Window Rock, Arizona, the seat of the Tribal Government of the Navajo Nation. Operating since 1941, the Window Rock Public Library serves the approximately 8,000 residents of the Window Rock-Ft. Defiance area. The Library reported 850 card holders in the 1971-1972 fiscal year.

The library is sponsored by the Window Rock Homemakers Club, and with the exception of a single salaried position at the library, it operates on donated funds. A Navajo clerk, who mans the library is paid with Emergency Employment Act funds which were made available when members of the Homemakers Club approached Navajo Tribal Officials. Ms. Pat Greer has been chairman of the library committee of the club for about three years. There are about sixteen volunteers who help with the library.

The library has no book budget or regular funding of any kind, except for the salary of the clerk, and that source of funds is to end in October, 1973. Equipment, materials and supplies are purchased with money earned by the Homemakers Club, which sponsors cake sales, card games and other money raising projects. The only other source of income is from fines resulting from overdue books.

Staff and Services: The library claims to be open 44 hours a week but often is not open during scheduled hours. Besides circulating reading materials, the library sponsors a Story Hour for children during summer months with two-one hour sessions weekly.

The majority of the women in the Homemakers Club are Anglo and most of the patrons of the library are the families of the Club members. There are no outreach programs but neither are there funds, staff or collection to accomodate many more users than the library presently serves.

Collection: In July, 1972, the library reported that it owned 3,738 volumes and had 2,232 volumes on loan from the Arizona Library Extension Service, making a total collection of 5,970 books. The collections also include some periodicals, newspapers, records and paperbacks, all of which are donated.

The Future: As indicated previously, the future of the Window Rock Public Library is uncertain in that the funds from the Emergency Employment Act, used to hire the library clerk, end on October 30, 1973. Ms. Pat Greer, as chairman of the library project of the Homemakers Club, contacted Mr. Martin Link, Director of the Navajo Tribal Museum and Research Department, in the hopes that something could be done to assure the continuing operation of the library.

As a result of the need, Mr. Link wrote a proposal and worked up a budget. The Window Rock Public Library, according to the proposal, would become a new department of the Museum and Research Department, under the direction of Mr. Link. The proposed budget, submitted to the Navajo Tribal Council in April 1973, asks for $25,000, which will cover salaries for a librarian, a clerk and a bookmobile driver, gas, equipment and supplies.(13:1) Presumably the Bureau of Indian Affairs will continue providing the building and utilities. (3)

Mr. Link has been in contact with the Library Extension Service office in Phoenix, and has been promised at least the use of the Winslow bookmobile and collection, previously a part of the Four Corners Mobile Library Project, if the pending proposal is approved.

Under the proposal, the objective of the Library Department will be to keep the Window Rock Public Library operating, to improve services that it offers, and to continue the bookmobile schedule which was established by the Four Corners Mobile Library Project. The ultimate goal would be to provide bookmobile service to the whole Reservation, disregarding state lines.

Note: At the time this survey was to be typed, more information was obtained concerning the passage of this proposal. Unofficial word of passage of the proposal was received from Arizona State Library employees Edith Matthews and Sheldon Lawrence. This information prompted a telephone call to Mr. Link, which took place on Friday, July 6, 1973. Mr. Link said that the Gulf Oil Company has donated $13,000, about half the amount of the proposal. The other half will hopefully be provided by the Navajo Tribe, but has not yet been passed by the Navajo Tribal Council. Mr. Link has been promised a second bookmobile and should be able to continue the schedule and programs already established by the Four Corners Mobile Library Project for one more year.

Chinle Public Library

The library at Chinle has been operating since sometime in the late 1960's. According to Ms. Jean Groulx, Mr. Robert Greer, Head of the BIA Adult Education Office in Chinle, is more or less responsible for the library. The library is only one aspect of Mr. Greer's job, so apparently his secretary handles most matters concerning the library.

Staff and Services: The library is open at irregular and infrequent times. When open, it is manned by a student who has been hired with Neighborhood Youth Corps funds. At one time there was a library committee composed of Chinle area community residents. This committee has become inactive, and there is not much local interest in the library.

Collection: The library collection consists almost exclusively of books on loan from the Arizona Library Extension Service. The total number of volumes for the 1970-1971 fiscal year was 2,739.

Tuba City Public Library

History and Funding: The Tuba City Public Library has been operating since 1957. Of the 3,500 residents in the Tuba City area, 1,950 are card holders. The library has no regular source of funds, and no salaried positions.

Staff and Services: Run primarily by two Anglo volunteers, Ms. Alice Welfe is in charge of the library. A group of from ten to twelve volunteers help keep the library operating. The library has been open four hours a week since 1969. It is not known how many hours a week it was kept open in the first years of its existence.

Besides circulating reading materials, the library conducts a Story Hour for children, but it is not known how often this service is offered.

The Collection: In July, 1972, the library collection consisted of 1,600 volumes owned by the library and 3,775 volumes on loan from the Arizona Library Extension Service. The collection includes some paperback books.

Summary: With the information about the public libraries on the Reservation, it is fairly easy to conclude that Navajos do not receive a great deal of service from them. As has been stated briefly before, the LES has extended consultant services to the three public libraries in Arizona; in addition it has loaned books to these libraries which have formed the greater part of their collections. The three libraries have received instruction on reference collections, organization of materials, etc. However, with volunteer staffs and no regular funds, not much more could be expected from these libraries. The one area in which LES has not complied with Arizona library law is in its failure to supply supplementary audio-visual materials to individuals, either through the bookmobile or through the public libraries. Since the law states that these should be provided "...to the extent made practicable by available facilities..." (27:133), the Library Extension Service can easily say that facilities were not available.

Proposed Kayenta Library

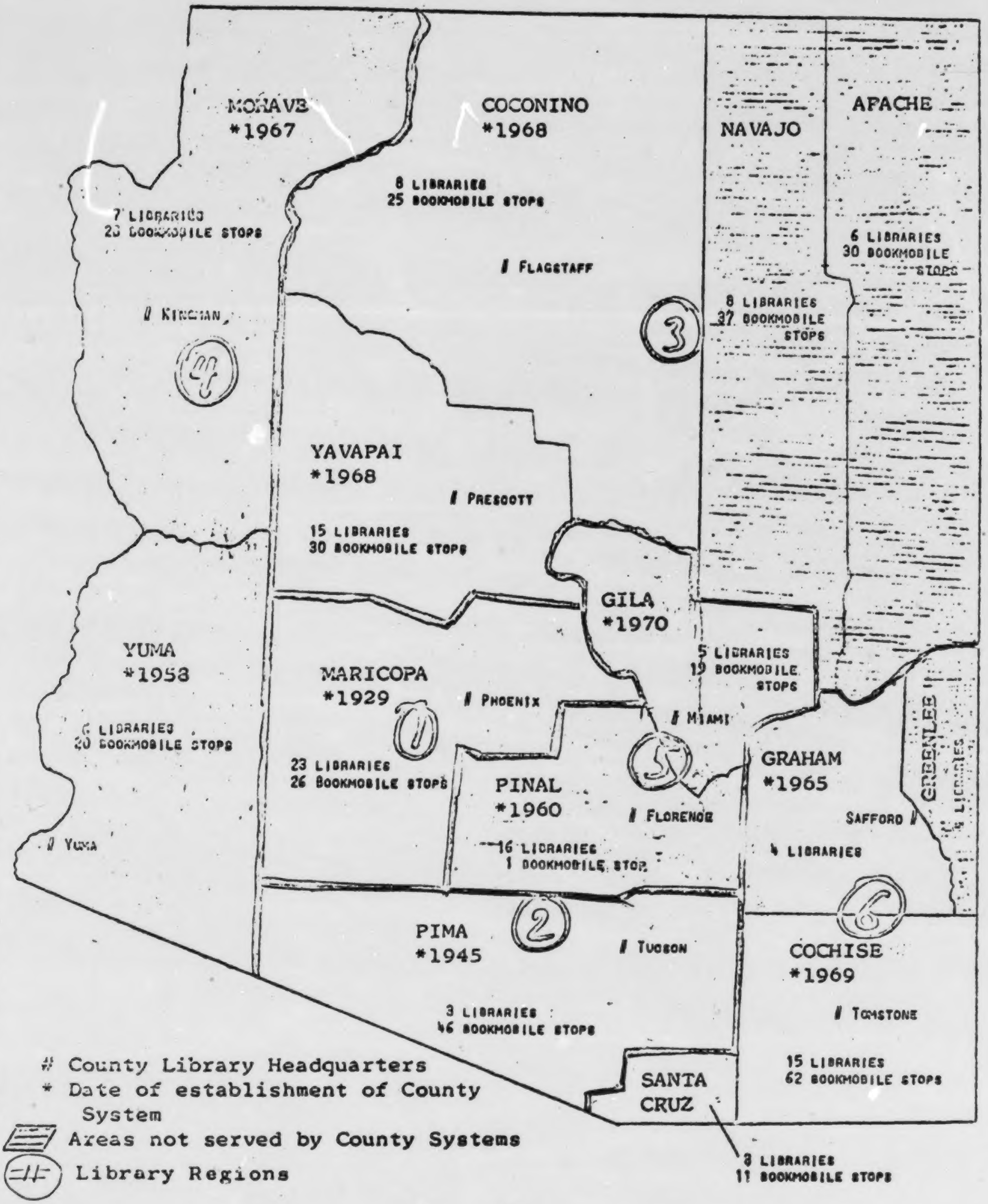
Ms. Jean Groulx pointed out that in Arizona, the eastern portion of the Reservation is "fairly well served" by the Chinle Public Library, Window Rock Public Library and the NCC Library. The northern portion of the Reservation, however, is sorely lacking in library services. Bookmobile service in the past two years has created a heavy demand for service in Kayenta. Currently the bookmobile has more business than it can handle there and the two bookmobile operators, Tommie Scott and Bob Smith, both familiar with the Kayenta community, have been looking into the possibility of securing a BIA building to serve as a public library.

Future County Libraries in Northeastern Arizona

There are several possibilities beyond Region III LARSS toward promoting cooperation among libraries in Northeastern Arizona, among these are county library systems. The purpose of trying to establish county library systems is to develop more efficient and effective methods of providing library services to this sparsely populated area.

County library development is of primary concern to the State Library and the Four Corners Mobile Library Project staff, since there are no county libraries in Navajo and Apache Counties. (See map.) The county libraries in other areas of Arizona act as the primary resource collections for county reference and interlibrary loan systems. Also, special projects, such as county

LIBRARY SERVICE IN ARIZONA
January 1971
LIBRARY EXTENSION SERVICE
Department of Library & Archives



# County Library Headquarters
* Date of establishment of County System
▨ Areas not served by County Systems
(#) Library Regions

bookmobile projects, are usually based at the county library. If established in these two counties, these libraries would be responsible for and funded to better serve the library needs of all residents of those two counties, and could help equalize the quality of service to all.

Realizing the service potential in the county library systems, steps were taken to form such a network. On March 20, 1972, Ms. Groulx and Mr. Sheldon Lawrence attended a meeting of the Winslow Library Board to discuss the establishment of a county library in Navajo County. After Mr. Lawrence outlined the advantages of a county system, the board voted unanimously to offer the Winslow Public Library as headquarters for the proposed county library. (24:6)

The proposed system was brought before the Navajo County Board of Supervisors on April 4, 1972, and Mr. Lawrence again explained the advantages of such a system and answered questions posed by the board members. The board agreed to pass a resolution establishing such a system, and indicated that it would investigate the possibility of appropriating some county funds for the operation of the county library. Even with this resolution, the Winslow Public Library is apparently not functioning as a county library yet. (24:6-7)

Summary: Several meetings have been conducted and groundwork is being laid for the future functioning of county library systems. "The formulation of these plans must include provisions for services to the Indian population, so it is important that this be included in the planning of library systems for the area." (24:15)

In the past, several factors have contributed to the lack of cooperative library systems in this part of the state. First, Navajo and Apache Counties are two of the least developed and most sparsely populated counties in the state. Another reason that these two counties have been so delinquent in establishing county libraries is because of the prejudice of county officials. The Reservation portions of these counties contribute little or no county income and if library systems are formed, they would have to serve the whole county. Funding, though, would be coming almost exclusively from the non-Reservation portion of the counties. In both counties, approximately half of the county area is Reservation land, and county seats are located off the Reservation. Until recently there have been no Navajos in the county governments.

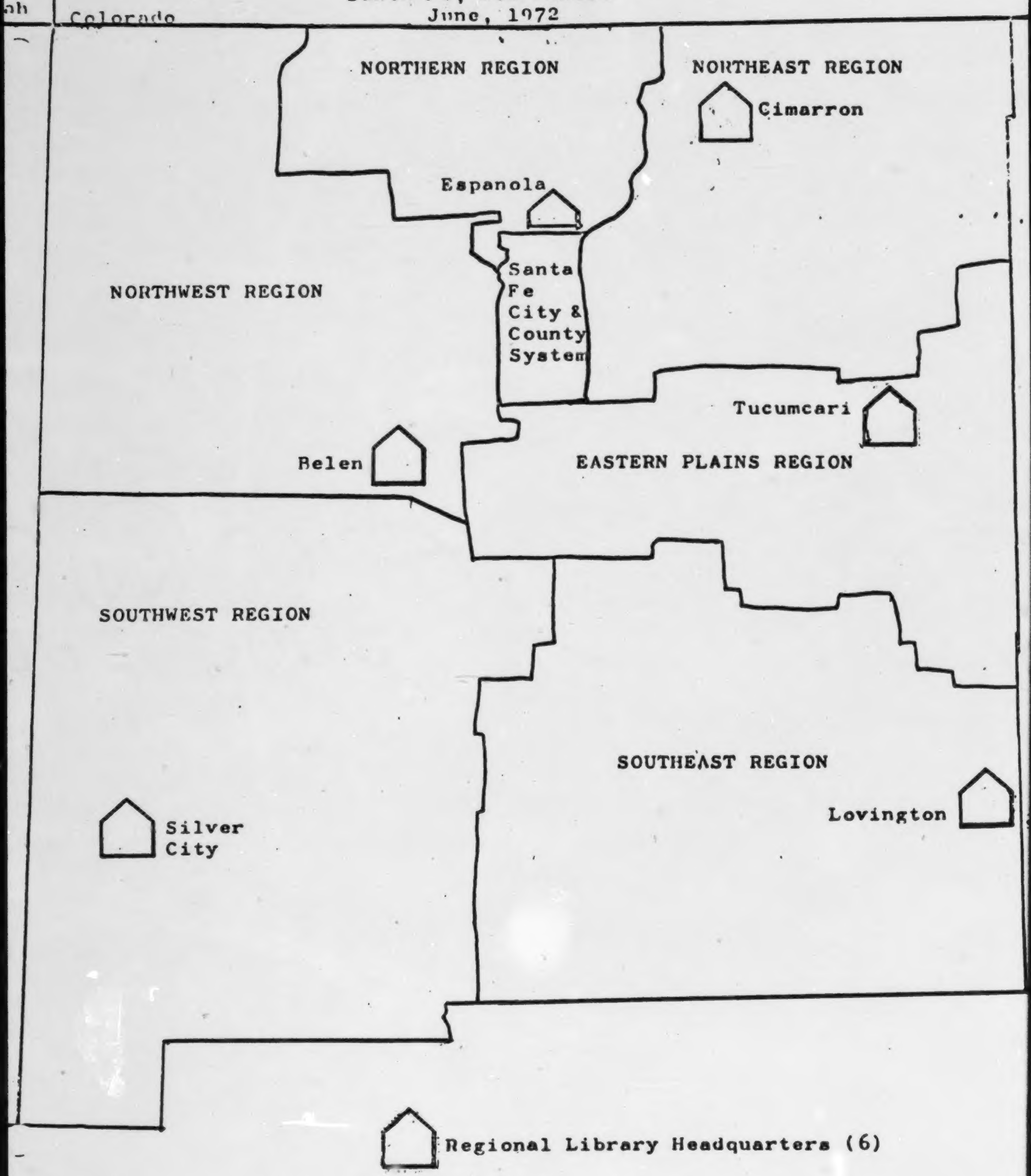
IV. LIBRARY SERVICE IN NEW MEXICO

In trying to establish responsibility for library services to the Navajo Indians in New Mexico, looking at state laws is not very conclusive because the laws are vague and undetailed. The New Mexico library laws pertaining to the state library simply state that it shall administer grants-in-aid, encourage local library service and generally promote an effective statewide library system. One of the duties of the state librarian is to administer the library extension service, but there are no details of what the library extension service shall provide. (27:985)

On March 13, 1973, in an interview, Ms. Carmela Ruby, Program Coordinator for the New Mexico State Library in Santa Fe, outlined the four types of service the State Library provides to residents of New Mexico. These services include bookmobiles, public library service, deposit collections, and a mail order catalog. They function entirely independently; that is, there are rarely two types of service available to the residents of any one area.

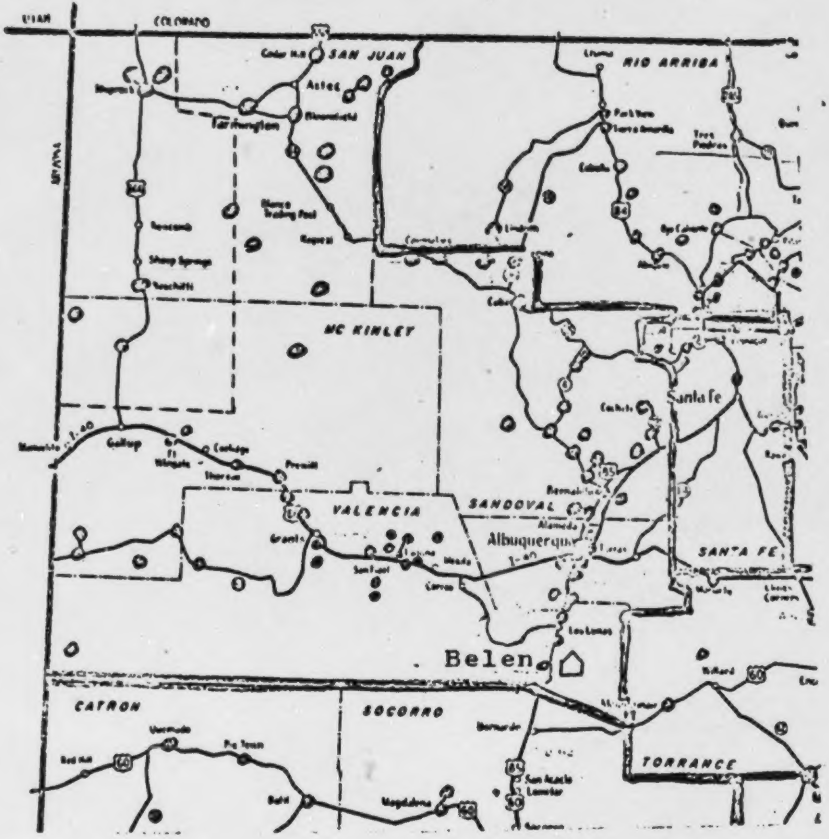
At present, the bookmobile is the major source of library service available to residents of the Reservation in New Mexico. There is one small public-community library operating on the Reservation in Shiprock. There are two fairly large public libraries near the Reservation at Farmington and Gallup (See maps on the following page). These libraries will be discussed because

NEW MEXICO STATE LIBRARY
Santa Fe, New Mexico
June, 1972



NORTHWEST REGION

New Mexico State Library



○ Bookmobile stops or deposit stations

—·—·—·— County Lines

- - - - - - - Navajo Reservation Lines

they serve fairly large numbers of Navajos. There are some deposit collections on the Reservation, in areas unserved by the bookmobile. A mail order catalog, when available, will presumably be distributed to New Mexico residents who are presently completely unserved.

The Public Library Financial Assistance Act: One positive thing effecting the New Mexico State Library is the passage of the Public Library Financial Assistance Act in the New Mexico State Legislature, House Bill #81, on March 14, 1973. This bill appropriated $275,000 to provide state financial assistance for programs which will make materials, services, facilities and benefits of public libraries accessible to every citizen of New Mexico. These funds are distributed to public libraries by the State Library, and cannot be used for salaries; they must be spent between July 1, 1973 and June 30, 1974.

This bill has a direct effect on the Navajo Reservation in that monies can be spent for the bookmobile programs. There are six bookmobiles operating in New Mexico, one of which visits the Reservation. The community library in Shiprock should be eligible to apply for some of these funds. Indirectly, this bill may also effect library service to the Reservation in that monies can be given to public libraries in Gallup and Farmington, places which serve some Navajos.

Bookmobile Service

The Northwestern Library Region in New Mexico, one of six state library regions, is made up of San Juan, McKinley, Valencia, Sandoval and Albuquerque Counties, the Navajo Reservation lying in parts of San Juan and McKinley Counties. Each region has a regional library which sponsors a bookmobile. Belen Public Library in Belen, New Mexico, serves as regional library for the Northwest region, and is the base of operation for a bookmobile officially called the Northwestern Regional Library.

There is also an independent bookmobile located at Crownpoint, New Mexico. This bookmobile is a Johnson O'Malley, Title II project called "Operation First Step". Ms. Theresa Harris, Project Director, is also librarian of Crownpoint Boarding School. In this project three small isolated schools are served by a satellite bookmobile operating out of the Crownpoint Boarding School. (31:unpaged) Further information on this subject was unobtainable.

History and Funding: Exact dates could not be established for the beginning of bookmobile service to the Reservation, but according to Ms. Ruby, it was started in the late 1950's. Regional libraries, a euphemism for bookmobiles, were established in 1956, after the passage of the Library Services Act, but actual service did not begin until later (25:5), probably between 1956 and 1959. (14:1)

Funding for the bookmobile comes from a number of sources, mostly from Library Construction and Services Act and other federal monies. The state provides some funding, counties contribute small amounts to the bookmobile that serves them, and sometimes villages contribute funds, as well as private businesses. Some personnel salaries or parts of the salaries are provided by special employment programs. This is the case with Mr. James C. Johnstone, Director of the Northwestern Regional Library, who is part of the New Mexico State Library's Government Interne Program. Facts about this set-up were not entirely clear, but apparently this program allows Mr. Johnstone to be hired for one year while he attends school. (15:1) He is enrolled at the University of New Mexico at Albuquerque, taking mostly library-related courses, as well as serving as the director of the bookmobile. According to Ms. Ruby, when the year is up, there will be funds to hire him as a regular employee on the New Mexico State Library payroll.

Staff and Services: The staff of the Northwestern Regional Library consists of the director, an assistant director and a driver. None of the staff members are Navajo. The New Mexico bookmobile has by far the largest staff of the three state bookmobile programs.

The Spring 1973 schedule of this bookmobile listed stops at 51 different communities, but only eight were on or very near the Navajo Reservation. Stops are visited once a month, and each stop lasts from one-half to almost two hours. (See Appendix IV) The fact that the longest stop of one and three-quarters hours is at the Shiprock Chapter House may be a reflection of the amount of service offered by the Shiprock Public Library.

Many of the stops on the Reservation are currently near schools or trading posts. As in Arizona, the New Mexico bookmobiles supplement the school library collections. This may be changing though, because in a letter dated February 16, 1973, to another party, Ms. Dina Bisjak, General Consultant for the New Mexico State Library, stated that the New Mexico State Library is considering direct service to chapter houses. (7:2) No information beyond that statement was obtained.

In order to supplement service the bookmobile takes requests and the book or information is mailed directly to the requestor, either from the Belen Public Library or the State Library in Santa Fe. Anyone who uses the bookmobile can use the special request service. From a 1970 quarterly report it was estimated that there are approximately 50 mail requests a month. Mostly adults use this service, but there are no figures on what percentage of users are Navajos.

The Book Collection: The director and assistant director select for the bookmobile collection, using patron suggestions and regular selection tools such as Library Journal, Subscription Books Bulletin, and the current copy of Books in Print. The collection consists of about 25,000 volumes which is intershelved with the 16,000 volume collection of the Belen Public Library. The bookmobile has a 1,600 volume capacity. Of course, there is the back-up of the New Mexico State Library, through interlibrary loan and special mail requests.

The collection has a Native American and Southwest emphasis. There are a few works in the Navajo language included. Mr. Johnstone has listed as one of his objectives, the doubling of the number of titles by Native American and southwest authors. For adults, the collection also includes information from the Employment Security Commission on job possibilities, the dates when testing for jobs is scheduled and information on colleges in the state. Because the bookmobile stops at so many schools, the collection contains substantial holdings of children's books.

Circulation: Borrowers are asked to fill out an application card in order to receive a borrower's card. Parents' signatures are asked for on younger children's cards. Since many of the users are school children, a card is sent home and the applicants can return it the next time the bookmobile stops. The school and teachers often assume the responsibility for seeing about application cards, borrowers' cards, and returning books for their students.

Applicants must be residents of New Mexico. In order not to discourage use, there is a loose loaning situation with no fines or overdues. Borrowers are asked to carry their cards, but are still allowed to take books if they happen to forget their cards.

Audio-Visual Collection: The Northwestern Regional Library bookmobile carries very little audio-visual equipment or materials, but still has more than either the Arizona or Utah bookmobiles.

The few cameras which are mostly for publicity purposes, are used to take pictures of places and people connected with the bookmobile. Pictures are displayed on the bookmobile. There are a few cassette players which provide background music. Tapes on New Mexico and Indian culture and about the bookmobile programs and schedules are taped in the Navajo language, and have been produced by the bookmobile staff. (6)

Mr. Johnstone is pushing the audio-visual aspect of library services. He has said that he realizes the reading disabilities among all age groups of his users and feels that the visual materials are an important factor in helping them. One problem encountered in trying to show movies and slide productions is the short length of stop time. Still, Mr. Johnstone is trying to work up a slide show with accompanying tape about New Mexico heritage and local places and people. He has asked the county commission for $500.00 from revenue sharing monies for the purchase of a converter to run the projector when AC power is unavailable.

The Film Library: The Film Library is a collection of about 600 films which are housed at the New Mexico State Library. The collection, available at no charge, has in the past been heavily used, mostly by schools. The trend is now to encourage more use by community groups. A film catalog is carried on the bookmobile, and the staff publicizes this service. (6)

Deposit Collections: Deposit collections are provided to local schools, Headstart facilities, chapter houses, trading posts and community centers. The Northwestern Regional Library maintains approximately 25 deposit collections in the Northwest Region, about eight of these are on the Reservation in various locations. The collections are changed every three months. The rules for use of deposit collections are set by the local person assuming responsibility for each collection.

Public Relations and Publicity: The Regional Library advertises in many ways. Newspapers in the area carry both the schedule and feature articles about the bookmobile. Radio stations in the region broadcast schedules and publicity announcements weekly. The Ramah, New Mexico radio station broadcasts these announcements in the Navajo and Zuni languages. A monthly newsletter to patrons advertises the services also. Posters with the date of the next stop are displayed at each stop. Spots announcing service are interspersed with background music on cassettes, which are played on the bookmobile. Bookmobile schedules are sent to public libraries in the region, to be displayed there. Bright boxes for book drops have been placed in selected communities. Efforts are made to locate community contacts or bookmobile agents in every possible community. (14:1)

The Mail Order Catalog: A mail order catalog was tried several years ago by the State Library, but apparently proved unsuccessful. Various problems have been reexamined and adjustments made, and the project is being tried again.

A sixteen-page catalog, to be printed on newsprint, has been developed. Information contained includes library hours for the public libraries in the area, bookmobile schedules, and lists of books in broad subject categories, with brief annotations. By March 13, 1973, the catalog was ready to print, but there were no funds for printing and distributing at that time. Ms. Ruby was hopeful that it could be printed and distributed by late spring.

The plan is to mail the catalog to totally unserved people. A second mailing to the same people will be made six months later. In this way, the first catalog will be useful for six months, and this basic list can later be supplemented.

Other Services to the Reservation Provided by the New Mexico State Library

The New Mexico State Library has provided consultant services to at least two different groups in New Mexico. These services were in the form of workshops, one for evaluating ethnic materials, and the other for training workers in the Homestart program.

The workshops for the evaluation of ethnic materials were held on September 25, 1972 and November 6, 1972, in Albuquerque, and on January 19, 1973, in Las Cruces, New Mexico. In total, about 70 public and school librarians attended the workshops, some of the 70 attending more than one of them. The impact of this type of workshop on the Reservation would have been greater if held on the Reservation or in a community near the Reservation, such as Farmington or Gallup.

"The State Library hopes that public librarians around the state will take up on the idea of working with whole families instead of just with children. We are also hoping to see librarians cooperating with child care agencies to increase the impact of library materials and other resources on the agencies' programs." (7:2)

Homestart is a federally funded program designed to help parents prepare their children with verbal and print experiences, as well as other techniques of early childhood education that can be learned in the home. The New Mexico State Library conducted a workshop for home visitors of this program on March 2, 1973, at Crownpoint, New Mexico, which is located on the Navajo Reservation. Workshop participants were taught how to operate audio-visual equipment, instructed in storytelling techniques, and trained in setting up and organizing the taping of stories in the Navajo language. The workers then visited homes with children, and passed on their knowledge to parents by presenting programs in the home.

Public Libraries in the New Mexico Portion of the Reservation

Shiprock Public Library

As far as can be ascertained, the Shiprock Public Library is the only public library in the New Mexico portion of the Navajo Reservation. Regretfully, very little information about this library was obtainable. The letter sent to the party in charge of the library was not answered.

The library is presently operating and has been open for about six years. Mr. Norman Watson, Head of the Bureau of Indian Affairs Adult Education Office in Shiprock, is in charge of the library. (41:1) When asked about it in March, 1973, Ms. Carmela Ruby said she had no knowledge of the existence of this library. She said there are many small volunteer libraries in the state that are not legally constituted, and have no association with the State Library. (40) The legal constitution of a library has to do with a definite source of funding, usually property tax levied by city governments.

According to the Five Year Plan for Library Development in New Mexico, 1972-1977, this library is eligible to apply for a grant from the Public Library Financial Assistance Act funds. The Five-Year Plan states:

> Residents of public lands such as Indian reservations, forest reserves, and national parks, are now receiving library service from the state's regional bookmobile system. In many instances, particularly on Indian reservations, there is good reason to establish residential libraries. While reservations...are not legally incorporated in the same manner as a village or city, they

> do accrue revenue which is budgeted and administered by a governmental council representing the people. So long as representative councils exist and are functioning for residents of Indian lands, the state agency views the library service problems of these residents in much the same way they would residents of a municipality or community. Requests for assistance would be treated as a request for assistance in establishing community library service. (25:7)

Gallup Public Library

Gallup Public Library in Gallup, New Mexico, serves the 14,600 city residents in addition to providing service for McKinley County residents. The library is housed in a modern building built in 1969. Local tax support is substantial and the total budget for 1972-1973 is $77,000; of that, $700.00 was from the state, $2,000 from the county and the rest came from city funds.

In March 1973, Ms. Octavia Fellin, Head Librarian, submitted a proposal asking for Revenue Sharing funds to be used to improve the library facilities and institute a city-wide bookmobile program. There is also the possibility that the Gallup Public Library may someday sponsor a county-wide bookmobile program. This would affect some Navajo people in that almost one-fourth of McKinley County is Reservation land and many Navajos live in and around Gallup.

Staff and Services: There are no regular Navajo staff members at the Gallup Public Library, but sometimes, in the summers, Neighborhood Youth Corps funds allow the hiring of Navajo students.

The greatest impact of this library's program is on school children. Teachers can check out up to 40 books on their library cards, and these books can be kept up to two months. Teachers from Reservation schools in Arizona and New Mexico either come in alone and check out books for classroom collections or they bring in busloads of school children to the library for regular visits or field trips. With field trip groups, Ms. Fellin reads stories, conducts library tours, and gives library information talks. The library also does inter-library loan for schools in Chinle, Window Rock, St. Michael's, Ft. Defiance and schools near Gallup in New Mexico.

For New Mexico residents, library cards are free, but for Arizona residents there is a $3.00 refundable deposit required for cards. It is not known how many of the 10,000 plus card holders are Navajo. In a research paper done by Nanette Sargent, dated July 1970, she states that 7.2% of the 5,134 card holders were Indian. (38:13) It is not known how that figure was established.

Farmington Public Library

The public library in Farmington, New Mexico, population 24,000, offers library service to all residents of San Juan County, about half of which is Reservation land. Being off the Reservation, and with regular city taxes and government, this library receives most of its funding from the city. The full extent of the library's service to the Reservation is not known, but its location so near to the Reservation holds possibilities for its acting as the base of operation for the Northwestern Regional Bookmobile or a county-wide bookmobile program.

The book collection in June, 1970, included almost 30,000 volumes and a substantial audio-visual collection. In 1970, expansion of the library facilities was being considered, but it is not known whether that has occured.

Summary: With regards to the law in New Mexico, the State Library is fulfilling its legal duty to the residents of northwestern New Mexico. But certainly few people would conclude that the one volunteer library in Shiprock, which apparently has had no contact with the State Library, and the monthly visits by a bookmobile at eight communities on and near the Reservation, provide adequate library and information service to the Navajos in New Mexico.

Future: Concern for the activities of the New Mexico State Library is centered around funding. The bookmobiles are especially threatened because approximately 60% of funds used to run them come from the Federal Government. New Mexico, as well as most libraries in the United States, has been warned of cuts in funds. The passage of the Public Library Financial Assistance Act for 1973-1974 will help, but plans must be made for the time when those funds end, on June 30, 1974. Ms. Ruby stated that there will "probably be a major legislative program written requesting state funding" (15:1) for when present funding ends.

V. LIBRARY SERVICE IN UTAH

According to Utah State library law, "The function of the state library shall include general library services, extension services...and other special services that may be deemed in the province of a state library." (27:1319) There are provisions in the law that the State Library shall provide consulting services and conduct courses and institutions for any communities or persons endeavoring to establish libraries. With regards to extension services, the law stipulates that the State Library shall:

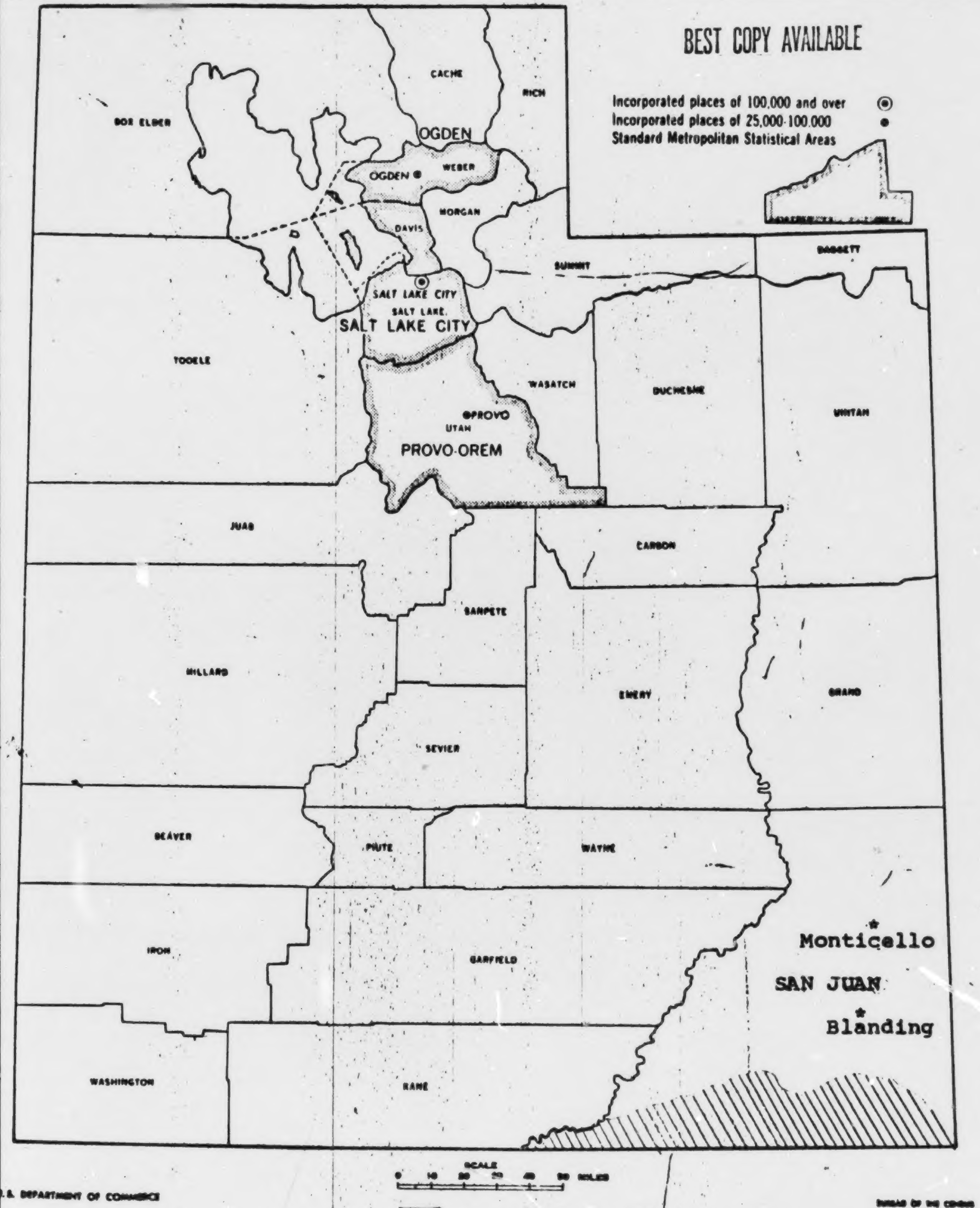
> furnish or contract for the furnishing of library or information service to...any groups that, in the opinion of the state director of libraries, warrants the furnishing of such services, particularly by and through the facilities of traveling libraries, to those parts of the state otherwise inadequately supplied by libraries. (27:1319)

The portion of the Navajo Reservation that reaches into Utah is a relatively small area, all of which lies in San Juan County. (See map on the following page.) Aside from school library service to students, the bookmobile provides the only kind of library service available to Navajos in the Utah portion of the Reservation. (8:1)

Bookmobile Services

History and Funding: By 1958, bookmobiles had already begun

UTAH



▨ Navajo Reservation Land

Source: County and City Data Book. Washington D. C., U. S. Department of Commerce, 1967.

operations in many parts of Utah. The State Library, in an effort to start one in San Juan County, presented a bookmobile demonstration to the San Juan County Commissioners and library board in the fall of 1958. These two agencies were impressed and decided to purchase a bookmobile for the county. (20:10) The bookmobile they purchased cost $10,000 and had a 2,500 volume holding capacity.

The State Library did ordering, processing of the book collection and prepared the bookmobile for when it began its operations. Mr. Sam Perry was the first San Juan County Bookmobile Librarian. Bookmobile service began on either June 1, 1959 (20:10) or January, 1960 (8:1) and has been offered continuously since then. The bookmobile served the entire county for four years. In 1964, permanent libraries were built in Monticello and Blanding. Presumably, with these two libraries operating, the bookmobile was free to offer more service to outlying areas.

Today San Juan County is providing service with the same bookmobile it purchased in 1959. (20:22) The bookmobile is based in Monticello, Utah. The first year of operation was administered and financed by the State Library Commission. For many years it was run by San Juan County with State Library supervision. Since November 1, 1971, however, it has been operated by the Utah State Library Commission under contract with San Juan County. (8:1)

Funds for the operation of the bookmobile come from a combination of county and state monies, the county paying on a formula basis with the rest made up with state funds. In the past the bookmobile has also had some Federal Government funds, but as is so prevalent these days, these funds have been cut. Presently, the annual budget for the bookmobile is $31,000. Twenty-thousand of this comes from the county and $11,000 from the state.

Staff and Services: The present bookmobile librarian, Mr. James Lisonbee, is an employee of the State Library. As the single bookmobile employee, he acts as librarian and driver. At headquarters in Monticello, he has a clerk-typist to take care of overdue notices and repairing and maintaining the collection materials. (9:1)

According to the Summer, 1973, schedule (See Appendix V) the bookmobile makes a total of 46 stops in San Juan County. Twenty-eight of these stops are on the Navajo Reservation, average stop time being about 30 minutes. Stops are visited every two weeks, this state offering more frequently visited stops than either Arizona or New Mexico.

The Book Collection: The San Juan County Bookmobile's book collection of 20,000-25,000 volumes is stored in the basement of the Monticello Public Library and is maintained separately from the library collection. Materials can readily be borrowed from the library collection for bookmobile use at any time.

From time to time, books from the bookmobile collection are exchanged with the main collection at the State Library. Books rotated to the bookmobile collection usually remain there for several years. Also the bookmobile has a special request system whereby a user can request any book not on the bookmobile. The request is forwarded to the State Library and if the material is available, it is mailed directly to the requestor.

The bookmobile carries no audio-visual equipment or material, the collection being made up of hardbound and paperbound books.

The State Library does not offer any deposit collection service in San Juan County, feeling that the bookmobile does make two-week visits to all stops and can offer a much larger collection to any one location.

Circulation: The bookmobile does not issue a borrower's card. Apparently, only a list of users is kept, and information for each patron includes signature, address and telephone number. Children are allowed to borrow materials on their signature alone.

There are no fines or charges for overdue books but notices of overdue books are mailed. For lost or damaged books, replacement or damage costs are asked.

Public Relations and Publicity: The bookmobile schedule, valid for six months, is advertised via newspaper and local radio stations. Copies of the schedule are distributed to patrons and are left at stores, trading posts and schools.

Summary

It can be concluded that the Utah State Library Commission is complying with the state library laws. The bookmobile proportionately makes more stops on the Reservation and visits them more often than Arizona or New Mexico, but the establishment of deposit collections and public libraries would improve services. However, as has been indicated, the public libraries on the Reservation have not substantially improved library service to Navajos and what little service they provide is directed to Anglos on the Reservation.

VI. SCHOOL LIBRARIES ON THE NAVAJO RESERVATION

There are approximately 100 public, Bureau of Indian Affairs and mission schools on the Navajo Reservation. At least 40 (8:12) of these schools have libraries which serve students during the nine-month academic year. Some of these school libraries provide marginal public library service but this type of service appears to be little used and is often not publicized to the adult population. All the librarians interviewed said they never refuse service to members of the community but at the same time don't encourage or advertise this service. Also, the library materials are those chosen for the grade levels of the particular schools, are curriculum oriented and are therefore of limited interest to the general adult community. This also neglects service to children under school age who are not served by school libraries.

In an attempt to gain first-hand knowledge of the school libraries on the Reservation, several persons connected with them were visited and interviewed. Among those interviewed were one public junior high school librarian in Arizona, one public high school librarian in New Mexico, one Bureau of Indian Affairs (BIA) elementary boarding school principal and one private high school librarian in Arizona. The information gained from these discussions clarified and enlarged upon information obtained from other sources. In the following paragraphs concerning libraries in public schools in Arizona and New Mexico, the libraries will be described collectively because of the strong similarities in their programs. Any pertinent distinctions will be pointed out.

Because of the small number of BIA school libraries on the Navajo Reservation, no direct effort to collect information about them was made. It turned out that the one BIA school visited did not have a library. Discussion with the school principal revealed that only the larger BIA schools with over 500 students (38;3) have libraries. He had a list of all BIA schools on the Reservation and quickly calculated that of the 58 schools, only 19 had libraries.

While the trend is to have libraries in schools with over 500 students,

> Present standards call for Instructional Materials Centers in schools with enrollments of 210 pupils or more. The librarians are selected by means of the Civil Service. They must have a Master's Degree in Library Science. The schools must conform to the standards of the state in which they are located, and the libraries follow the American Library Association's standards for school libraries. (38;3)

Having an enrollment of approximately 100 students, this elementary boarding school was a good example of the smaller BIA schools. The principal said the school has a closet-storeroom where a small collection of books, arranged in broad subject areas is stored and teachers periodically take students there to exchange books. This is the extent of library services available to the children.

Because of distance, no school libraries in the state of Utah were visited. One source in the literature states that most schools in Utah have library media centers but these vary in strength and quality from school to school. (26:17)

The Arizona private school library visited had a fairly regular program, comparable to the public school libraries but had, in addition, an exceptional library club which will be discussed later.

Funding

Generally, school librarians have no voice about the amount of the annual budget of the library but take what is allotted to them by the school board and the administrators.

"Most administrators, in honest truth, regard a Media Center (library) as a kind of dispensable, or retractable frill. Budget cuts fall almost universally first on Media Centers." (22:7) What is needed is to educate administrators that if quality education is desired, the school library must be the center of his thinking. The University of Arizona, College of Education sponsored a two-week workshop for administrators on the place of the Media Center/Library in the school program. This workshop was held in 1971 and funded by the Office of Education. (22:7) More workshops like this are needed. Librarians also should be taught how to secure better funding, how to sell their wares and how to establish themselves as indispensable. These workshops could be sponsored by the State Libraries and universities in the area.

Most school libraries in the past have received Elementary and Secondary Education Act (ESEA) Title I and Title II funds for the purchase of books and audio-visual materials and equipment, and for the hiring of additional staff. With cuts in Federal funding to education, it appears libraries will suffer too.

Staff and Services

Most school libraries on the Reservation are staffed with one professional and one non-professional. At present, there are no indications that there are any Navajo school librarians working on the Reservation. The non-professionals, however, are most often Navajo women. These library aids or clerks are usually hired with special federal funding which stresses Indian preference in hiring.

In New Mexico, most public elementary school libraries are staffed with aides, usually with only high school educations. There are no state laws specifying that school librarians must have college degrees, but the state standards do suggest that high school libraries be staffed with certified school librarians. Their requirements for a certified school librarian are a minimum of 18 library science college credits. Even so, some secondary school libraries in New Mexico are staffed with aides rather than librarians. (10:1)

In Arizona, to receive a school librarian certificate there is an additional requirement of a minimum of 18 library science college credits. All school libraries in Arizona have certified school librarians. Additional staffing in high school libraries is provided by students. The high schools visited had student library aid programs where students can receive high school credit for working in the library. These students generally work at the circulation desk.

For the most part, elementary school libraries have fairly rigid schedules in which each class visits the library once a week for periods of usually less than one hour. Lower grades are read stories or shown movies and then allowed to choose books. During their visits, grades four and up receive some instruction in use of libraries plus other activities. It was expected that the one junior high and the two high school libraries visited would have full schedules of study halls, but this was not the case. The librarians said that the policy of having study halls in the library had been eliminated one to three years ago. The libraries visited were open only 10 minutes to one hour before classes began and 10 to 20 minutes after classes ended. None of them were open evenings, week-ends or in the summer except in connection with summer school. With the summer school programs in Arizona schools, summer students represent a small percentage of the total student body and library services are available only to those few.

An Arizona high school librarian reported one exception to the practice of closing school libraries when school is not in session. An ESEA Title I program was tried for one semester sometime between 1964 and 1966. The library was opened by the librarian or a teacher in the evenings but response was so low that the program was never tried again. The librarian indicated that the students who probably needed to use the library the most, those having difficulty with school work, were the ones who lived the greatest distance from the school and had transportation problems.

The Book Collections

All the Arizona and New Mexico schools visited have book collections which include paperback books and some number of periodical and newspaper subscriptions, except the New Mexico high school library which had no newspaper subscriptions because the library budget does not allow for their purchase.

All the librarians said they select materials to support the curriculum and to meet the wants and desires of the students; this means buying books on Indians and the Southwest. Some collections included materials in the Navajo language, most of these being produced by the Rough Rock Curriculum Center. Those produced to date are mostly for the lower grades but are nevertheless being purchased for junior high and high school libraries.

By the latest count, the Center had produced 16 publications in English and 11 in Navajo with several projects underway. In an attempt to combat low reading levels, one librarian purchased comic books, both popular and a series that produces "the classics" in a comic book format.

Audio-Visual Collections

There seems to be a trend that audio-visual collections for school districts be centralized. Although some libraries maintain partial audio-visual collections, film collections for districts are stored and distributed from central locations in the Window Rock School and Chinle School Districts in Arizona, and in the Gallup-McKinley School District in New Mexico, these being three of the larger school districts on the Reservation. In Window Rock, all audio-visual material and most of the equipment are maintained in an Audio-Visual Center.

Recommendations

As part of the interview, school librarians were asked for any recommendations on how to better serve Navajo students. It was assumed that working with Navajo students and seeing their needs, school librarians would be well qualified to make suggestions for improving library service in Reservation schools, as well as on the whole Reservation. Many librarians had similar suggestions but some were unique.

All librarians felt that knowledge of libraries and their use should be taught to the very young, in hopes of establishing good user habits. Several librarians recommended Story Hours for pre-school children and younger students, to be held in summer. Also, summer reading programs and remedial reading programs were suggested in hopes that they would bring students up to or at least maintain students' reading levels.

Schools on the Reservation work hard on such programs as English as a Second Language and reading programs during the nine month school year. During the summers, students return home where for the most part only Navajo is spoken and there are few reading materials to help the students maintian reading levels. Loss of some knowledge during the summer vacation is expected, but may be more for Navajo children than for children from English speaking homes.

One recommendation, specifically meant for BIA schools but certainly advantageous for all students, is to supply free media kits to children leaving for summer vacation. Kits would consist of an inexpensive slide viewer, battery-run cassette tape player with taped instructions and accompanying slides and books. Backup kits might be needed should a student complete the one given him. (22:4)

Several librarians felt that all library resources and personnel should be, though are not now, shared. There was some indication that there is the need for more cooperation and that all libraries on the Reservation should be open to all residents of the Reservation.

One school librarian commented that the bookmobile service to the area is helpful and this type of service is better than a public library would be since there is no tax base. She indicated that with such a widespread population, it is better to take the books to the people since it is often difficult for people on the Reservation to get to the books. This librarian also suggested the mini-library idea as a variation of the regular bookmobile theme. A mini-library is a mobile library unit that would stay at a population center such as a trading post or chapter house for a few weeks at a time before moving on.

One librarian said the need for the establishment of a central public library on the Reservation is great. Bookmobiles would be used to reach outlying areas and should operate from the central library.

Collection Problems

One thing that all school librarians stated and felt strongly about was that the majority of Navajo students cannot read at their grade levels. They said it was extremely difficult to provide materials in a high school library for students who read at elementary grade levels. Most Navajo students are bilingual and have difficulty reading English which is normally learned as a second language.

There is then, a great need for low vocabulary-high interest materials for students. In addition to this, the shortage of Indian-related materials is felt by all school librarians. This problem of finding suitable materials may be somewhat alleviated by the following list of bibliographies listing high interest-low vocabulary books and materials about Indians.

Library Services Institute for Minnesota Indians. American Indians, An Annotated Bibliography of Selected Library Resources, Minneapolis: University of Minnesota, 1969.

The American Indian: Some recommended titles for secondary schools, No. 31, Oklahoma State Department of Education, Library Resources Division, June, 1969. (Free)

Allen, T. D. The American Indian Writing and Speaking for Himself. Santa Fe, New Mexico: 1970.

Idaho State Department of Education. Books About Indians and Reference Material. Boise, Idaho: Indian Education, 1968.

The Library of Congress. Folk Music and Tales. Washington, D. C.: Music Division, Recording Laboratory.

Let's Read Together: American Library Association, 1969. (39:11)

An annotated list of materials of this type, although not necessarily about Indians, entitled "High Interest Easy Reading for Junior High and Senior High School Students" has been produced by the National Council of Teachers of English, Citation Press in 1972. The Reading is Fundamental programs have also worked up a list of these materials. This list is available from: Reading is Fundamental, Smithsonian Institution, Washington, D. C., 20560. Many publishers produce a series of these books. Childrens' Press puts out Open Door Books, Holt, Rinehart and Winston publishes Pacesetter Books, Whitman puts out Pilot Books, Silver Burdett has a Pictorial History series, Doubleday puts out Signal Books and Denison publishes Pull Ahead Books.

To help librarians locate ethnic materials, a list of publishers who sell print and non-print materials on Indians and Mexican-Americans was compiled by the participants of the Institute to Train School and Public Librarians to Work in Communities with Large Numbers of Mexican Americans and/or Indians. The list presented here has been narrowed down to those who publish materials on Indians. When catalogs are requested, it is suggested that interest in Indian materials be indicated.

Bailey Films
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025

Baker and Taylor
Southwest Collection
380 Edison Way
Reno, Nevada 89502

Bowman Records, Inc.
622 Rodier Drive
Glendale, Calif. 91201

Bureau of Indian Affairs
Publication Service
Haskell Institute
Lawrence, Kansas 66044

Canyon Records
6050 N. 3rd St.
Phoenix, Arizona 85012

Coronet Films
65 S. Water St.
Chicago, Ill. 60601

Educational Media
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025

Educational Resources
Information Center (ERIC/CRESS)
New Mexico State University
Las Cruces,New Mexico 88001

Encyclopaedia Britannica
Educational Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

Follett Educational Corp.
1010 W. Washington Blvd.
Chicago,Ill. 60607

Indian House
P. O. Box 472
Taos, N. M. 87571

Interstate Library Service Co.
4600 N. Cooper
Oklahoma City, Okla. 73118

Learning Arts
P. O. Box 917
Wichita, Kansas 67201

Southwestern Cooperative
Educational Laboratory
117 Richmond Dr., N. E.
Albuquerque, N. M. 87106

Xerox Contemporary H S Package
University Microgilms
Santa Ana, Calif. 92700 (33:57-58)

Recommendations for School Librarians

The institute which compiled the above list was held at Las Cruces, New Mexico from June 8 to July 3, 1970 and also produced a *Manual for Providing Library Services to Indians and Mexican Americans*. This manual contains many good suggestions about improving school library programs and numerous lists of use to school librarians. It is available from: Educational Resources Information Center, Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), Box 3AP, New Mexico State University, Las Cruces, N. M. 88002. Sources indicated it would be available for $1.00 a copy but in the end, a complimentary copy was received free of charge. This document is also available as ERIC document number, ED 047 872.

Another institute, this one held in Norman, Oklahoma, from July 21 to August 8, 1969, produced some excellent suggestions for school librarians in a book entitled *Resources and Procedures for Improving the Indian American Use of the Libraries*. This book includes many practical suggestions such as bulletin board and display ideas but noted that "librarians should keep in mind that some of our traditional methods of trying to reach Indian students have not always worked." (31;unpaged) This document is available as ERIC document number ED 043 443. Another source of information on high schools with large Indian enrollments is Janet E. Vaughn's, Some Suggestions for Librarians in High Schools with Native American Students. This document was written in 1971 and is available as ERIC document number ED 051 917. (41;1)

The best list of suggestions for school libraries was created by Erik Bromberg, former Director of Library Services in the Department of the Interior, now retired. Mr. Bromberg did this report after making on-site visits to BIA school libraries across the U. S. in 1972. This list, in the form of a checklist, is aimed at the school principal as well as the librarian-media center director.

1. Cataloging is important in research and university Libraries. It is largely a clerical procedure in a school Media Center (Pre-processing by the jobber must be employed.) How much time is your professional devoting to this work?

2. All Media Center directors worth their salt have desiderata lists, want lists, of items to be purchased in the future when funds come available. This list is built systematically, added to constantly and the individual items assigned priorities. Is your director doing this?

3. Again all Media Center directors worth their salt have vertical files, that is, files of ephemeral materials, clippings, pamphlets, documents, reports--used to supplement the larger materials. Does your

Librarian keep one and keep it up to date?

4. Does your Media Center director have too many rules--strictly enforced--on number of books to be withdrawn, length of the loan period, capital punishment [sic] for losing or mutilating a book? Materials are for use--encourage it. Discourage only vandalism.

5. Is your Media Center director a book lover? Does he insist on preserving every old book... or does he weed occasionally?...Again, does your man love books so much that he neglects the other media in assisting a youngster?

6. Is your Media Center director diligent in reading his professional literature--Wilson Library Bulletin, Library Journal...? Does he faithfully go through the media selection tools as they arrive through the mails? If he doesn't, he cannot perform his duties as a member of the curriculum team and he cannot intelligently add new materials to his collection.

7. Is your Media Center director reticent about looking for business? He--with your help and backing--should be constantly hawking his wares.

8. Is your Media Center a pleasant place--decor, decoration, intelligent improvisations, friendliness and banter? Or does it have the solemnity of a church on a rainy Wednesday burial day?

9. Is your Media Center in reality a study hall? You've got a problem! Are classes marched in at regularly scheduled times...Do you use the Media Center as a "baby sitter" in the absence of a teacher?

10. Does your Media Center director have a "hands off" policy for students asking to use AV machines? In many schools second graders are operating projectors and tape recorders. Do you have a good reason to do otherwise?

11. Are your teachers using the Media Center as a place to dump unruly children? Does your Media Center director have guts enough to send them back?...

12. Do the fresh periodicals and newspapers go up promptly? Are new books kept in a vault forever or until a distant

day when the Media Center director has poured full blessing on them?

13. Does your Media Center director use a note of encouragement to the young readers with difficulty? Have you or others ever heard him using derogatory terms concerning anyone's reading ability?

14. Does your Media Center director reach out into the rest of the school for resources? Into the community? Among the parents? Into industry, commerce and government?

15. Do Media Center purchases reflect the curriculum changes? What evidences do you have that the Media Center director is keeping up with his duties in curriculum planning and changes?

16. Do the Media Center director's suggestions and his conversation reflect a knowledge of recent changes in the profession?

17. It is assumed, of course, that your Media Center director has an on-going in-service training program in the uses of Media Center tools. What evidence is exhibited after training, that the instructors and students are using the knowledge they have acquired?

18. What availability is made of short courses, conferences, workshops, related to this area by the Media Center director?

19. What kind of methods does the Media Center director use to encourage suggestions from pupil, teacher and community? (22:7-9)

VII. ROUGH ROCK LIBRARY PROJECT

The Rough Rock, Arizona community has been chosen as one of three Indian communities in the U. S. where model libraries and library programs will be developed. The other two sites were Standing Rock Sioux Reservation, Ft. Yates, South Dakota, and St. Regis Mohawk Reservation, Akwesasne, New York.

In the late 1960's and early 1970's, the Library and Technology Bureau of the U. S. Office of Education began to recognize the lack of informational and library systems in minority, especially Indian, communities. This Bureau of the Office of Education sought to establish a research and development program that would provide Indian communities throughout the U. S. with demonstration centers where special material collections and unique delivery systems could be established and evaluated. The National Indian Education Association, because it could relate to a variety of tribal agencies and had the research capacities for such a task, was invited to submit a proposal. The National Indian Education Association (NIEA) did submit a proposal; it was reviewed, revised and approved. (30;1)

The NIEA proposal included a four-phase plan,(1) to determine what three selected Indian communities perceive their informational needs to be,(2) to design a model to house and deliver the information,(3) to launch the information center into operation with local community control, and (4) to evaluate the center as to effectiveness in meeting the information needs of the community. To meet the four goals, a four-year plan was proposed, to start July 1, 1971. The Assistant Director of the NIEA Library Project, Mr. Charles Townley, has indicated that federal cutbacks may necessitate the Library Project's becoming only a three-year project. Apparently the Library Project is planning to terminate the project on July 1, 1974. The Rough Rock portion of the Project budget is set at $30,000.00 a year. (18:1)

The Rough Rock community is located in the heart of the Navajo Reservation, by dirt road fifteen miles from Many Farms. The road is presently being prepared for paving. The community has a population of about 1,200. Only a few of this number are non-Navajos who work at the school and trading post. The economic base is largely sheep and cattle raising, with some marginal farming and wage work.

Rough Rock Demonstration School, noted as one of the first Indian controlled schools in the U. S. and having sufficient funding to be somewhat innovative, is the center of educational and governmental services for the Rough Rock community. The school has an enrollment of approximately 300 students. There are 104 school personnel, 85% of them Navajo.

Modern conveniences such as water and sewer lines, electricity and telephone service are, for the most part, confined to serving the trading post and school-housing compound. Transportation is difficult because there are no hard-surfaced roads within the community. There is no bus or train transportation. The small local airstrip for private planes is good only in dry weather.

The source from which information in this section was taken was the report of the first phase of the total project. The activities of the first phase include: (1)"identification of three research and demonstration sites in accordance with developed criteria, (2) identification of informational needs at the elementary, secondary and adult levels in the selected school communities, and (3) development of plans for demonstration centers using special materials and delivery mechanisms." (30:9)

In order to identify the information needs of the community, data gathering instruments (questionnaires) were developed by Indian research assistants, Joseph Sahmaunt, who is the NIEA Field Director, and the staff of the Bureau of Field Studies and Surveys. Validity of the questionnaire was supposedly carefully checked and random selection of interviewees was conducted. The interviewers were from the local area, bilingual and carefully trained in administering the questionnaires.

The five groups questioned were elementary students, secondary students, elementary school teachers, secondary school teachers and adults. Detailed explanations of findings, results and analyzations of those data gathering efforts are explained and illustrated by charts in the report titled A Design for Library

Services for the Rough Rock Community. (30;32-96)

At least one person was critical of the "random selection". This person felt that the selection had not been random but that the majority of people interviewed were selected from within the school compound. He felt that the Navajos living in the outlying areas of the community, who easily comprise the majority of the population, were not adequately represented. This strongly affects the results because there are substantial differences in the educational and acculturation levels of the two groups.

NIEA contracted with the Rough Rock Demonstration School to house the Library Project in the school library. The Rough Rock Demonstration School (RRDS) Library facilities existing at the beginning of the project were barely adequate in terms of space and materials to serve an elementary school. Even so, the library was serving the elementary school, the high school and the community. The library housed the audio-visual equipment but there were two separate school plants to serve. There was no librarian. The position had not been filled and the library was being run by two Navajo library aids. The library was unique in that it was trying to serve users who were almost all bilingual, many knowing only Navajo fluently and learning English as a second language.

At the time the NIEA report was written, the following was stated:

Services extended are confined to the economics of

> school finance under the school's unique status where yearly negotiations for operation are entered into with the BIA. The current expenditures for library-related expenses are estimated at $6,500. Four thousand dollars of this amount comes from a special grant under Title VII of the Elementary and Secondary Education Act for Bilingual Programs. The balance of $2,500 is derived from the negotiated BIA contract. (30;102)

Bilingualism

Ninety-five percent of Rough Rock community residents speak Navajo while only fifty percent speak English. Forty-eight percent of the secondary school students read Navajo, as do forty-three percent of the adult population. It is only logical that the Navajo language in its importance to the Rough Rock community must be an important part of any library or informational system developed for this area. A major component of the library which will serve the Rough Rock community must be devoted to the development, production, acquisition and dissemination of Navajo language materials. These materials will be of major importance to the RRDS and schools on the Reservation since these materials are scarce.

The Library Model

With the help of library and media consultants, the NIEA research staff worked out a model. The needs researched and categorized were translated into a functional library-informational center. One of the major considerations was that the Rough

Rock community is essentially an oral one and therefore, audio-visual materials are of major importance.

Governance

Some authority for the Library Project lies with the Rough Rock Chapter of the Navajo Tribal Council. The RRDS will serve as a nucleus for the development of the library and informational center and "The school board of the Rough Rock Demonstration School is identified as the ultimate governing body. This board is locally elected and consists of seven members." (30:119)

The staff in the library-information center will consist of a library field representative, bilingual and from the community; a library and information specialist, with a M. A. degree in Library Science; a materials production specialist, with a background of audio-visual production knowledge; clerks and aides. The whole operation will be administered by a director.

Delivery Mechanisms and Library Programs

A variety of innovative delivery mechanisms were developed by the team of library and media consultants, in the hope that they would meet the particular needs and conditions of Indians on the Navajo Reservation. Many of the library programs suggested in this plan are as unique as the delivery systems. Many of the ideas are discussed more fully in the Recommendations section.

Summary

> The library demonstration project has one clearly-defined task: to alter the self-concept of the Indians in the Rough Rock community from non-users of libraries to an acceptance of themselves as users of, and contributors to, a library which is designed specifically for them. The guidelines for administration, collection development, delivery mechanisms, and programs are projected with this idea in mind. If the idea of affecting the Indians' self-concept is accepted as a guiding principle, it should serve to unify, give direction to, and lead to success for the Rough Rock community demonstration library and information system. (30:149)

In an attempt to coordinate this project with the overall development of library service on the Navajo Reservation, Ms. Jean Groulx was named as a consultant to the project. Ms. Groulx attended a board meeting and planning session in St. Paul on April 30 to May 1, 1972. As a consultant, it was hoped that Ms. Groulx would be able to assist in coordinating this project with the future development of libraries and interlibrary loan networks on the Reservation.

Conclusion

Mr. Lee Regan has been working at the Rough Rock Demonstration School library and in connection with the Rough Rock Library Project since August, 1972. It is his job function to serve as both Rough Rock Demonstration School Librarian and Library Project librarian. However, Mr. Regan stated that most of his job consists of acting as elementary school librarian.

Mr. Regan works alone, the two library aides that once ran the library having left. Mr. Regan plans to resign at the end of Summer, 1973.

The outreach portion of the Project has not been implemented yet. Audio-visual equipment had been ordered by April, 1973, but not received. There is no vehicle for bookmobile and mobile audio-visual programs. The plan is to provide a large amount of audio-visual equipment and materials especially in video form, but these have not been produced yet. There was a three-day workshop on video production in the week of April 16-20, 1973.

Indications were that the four phases of the Rough Rock Library Project were to be completed between July 1, 1971 and July 1, 1975. It can be concluded that this project is behind schedule and with the possible one year cut in funding, the Project is not likely to fully realize its original plans.

It has been difficult to get information on the current status of all three projects but it is hoped that the other two demonstration sites are further along in development than the Rough Rock site. Granted that $30,000 a year is not much to achieve significant changes for the Rough Rock community, but it seems likely that in two years and with $60,000 there should be more to show than present information about progress indicates.

VIII. NAVAJO COMMUNITY COLLEGE

History and Funding

Navajo Community College, the first institution of higher education on any Indian reservation in the U. S. began operations in 1969. The College presently shares the Many Farms BIA High School physical facilities. The Navajo Community College (NCC) Library, started in June, 1969, is located in one corner of the high school library building. There is shelving and study space but no workroom. Construction on the new college campus has been in progress for over a year and there are plans to move during the summer of 1973. There will be no summer school session so the move can be made to the new college campus which is located on 1200 acres of land near Tsaile Lake in the Chuska Mountains.

NCC, a private college, receives funding from foundations, the Federal Government and the Navajo Tribe. The library budget for 1972-1973 was $54,000, including salaries. The library gets a basic budget from the general college budget, but has also always received additional funds from foundations such as Ford, Moses, Donner and Sears and Title II of the Higher Education Act through proposals submitted by the librarian.

Staff and Services

The librarian at NCC Library, since June, 1969 has been

Bernard E. Richardson. The library staff consisted of him and one Navajo clerk-typist until September, 1969 when another clerk-typist was hired. As part of his job as librarian, Mr. Richardson teaches a college course titled, "The Use of Books and Libraries".

The NCC Library serves the 656 Navajo Community College students, 80% of them Navajo, and 40 faculty members plus some high school students and members of the community. At present, Mr. Richardson estimates that 60% of use is by high school students. Although the Many Farms High School Library has three librarians, the collection is very poor and high school students make heavy use of the NCC library materials. Although the present library building is some distance from classrooms, limiting usage by college students, Mr. Richardson feels usage will increase on the new campus where the library will be centrally located. The extension of services to persons outside the school is not advertised but no member of the community who desires service is denied access.

The staff offers reader guidance, reference service and all general library services. The library has a copy machine available for use, free of charge, but to discourage abuse of this service, the machine is furnished with small amounts of paper and the paper supply is stored elsewhere.

The library, open a total of 57 hours per week, is not open on week-ends.

The Book Collection

The NCC Library collection consists of 30,000 volumes; about 12,000 make up the Moses-Donner Collection of Indian Materials. Heavy user demands have necessitated the purchase of multiple copies of many titles. The basis of the collection came from donations.

Mr. Richardson feels that the collection should be tailored to the wants and needs of the users but the student body at NCC consists of students ranging from June high school graduates to illiterate non-English speaking adults having no formal education. Courses range from home economics and auto mechanics to Navajo culture classes and standard academic transfer courses for those going on to professional programs. With this wide range of classes, and education levels, the library could not be patterned after any existing junior or community college library.

For the first years of operation, the major goal of the library was to meet North Central Accrediting Association standards. The library has by now passed minimum standards and is one of the outstanding assets of the whole College in regards to accreditation.

The collection, as stated before, is heavily Indian oriented. Everything by or about the Navajo, in any format is purchased; in addition there is much material on the Southwest and some material about all North and South American Indians. There are also many books on art and education. Mr. Richardson buys any reasonable teacher request but so far, these have been few. The Library subscribes to twelve newspapers and 400 periodicals. Two-hundred of the subscriptions are for Indian related materials.

The Library collection is supplemented through interlibrary loan in connection with the larger universities in the area, such as Northern Arizona University in Flagstaff, Arizona, the University of Arizona in Tucson and the University of New Mexico in Albuquerque. The NCC Library is also a member of the Region III LARSS network and as the largest library on the Reservation and in the system, it frequently loans books to public libraries and high school libraries in the Region.

The Audio-Visual Collection

Because of limited space in the library, audio-visual equipment and most of the materials are stored and distributed from the NCC Learning Center, located in a building apart from the library.

The library collection at one time included a large number of Indian recordings which were circulated, but most of these were lost. Mr. Richardson plans to eventually rebuild that collection and transfer recordings to cassette tape for loan purposes while keeping the records as masters for recording purposes only.

The collection includes 1200 microfiche, 825 reels of microfilm, mostly backruns of periodicals, 400 Indian subject dissertations on microfilm and 3,000 cataloged items of Indian ephemera in a vertical file.

The audio-visual collection (and all equipment) which will eventually be housed with the print materials collection in the new library building also includes 150 films, 125 of which are Indian related. There is no mail or other type of delivery system, but schools in the area borrow films and arrange the pick-up and return of materials. An annotated catalog of films has been compiled. This lending service has not been publicized because it is not an official college program. It is not known whether with the new library and additional staff, this program will be expanded.

The Future

The new library presently under construction is a two-story circular building, 130 feet in diameter, which provides shelving for 75,000 volumes and seating for 300 people. With the new library there will be one additional non-professional and two additional professional staff members. Besides the Director, there will be a librarian and an audio-visual specialist.

Library services and programs are likely to expand with the additional staff and space. An effort to institute a bookmobile program will be made as soon as possible. (5) The new library has a large room planned specifically to store an extension service collection. Eventually the library may house an archival collection of Navajo Tribal Council papers and documents since at present there is no official depository or organized collection of these materials.

The proposals for additional funding submitted by Mr. Richardson have usually been approved. He said he does not see any major difficulty in securing funds and that he has found funding institutions very willing to extend funds to the Library in light of the obvious need and considering the apparent stability and permanence of the College and the Library as institutions.

IX. COLLEGE OF GANADO

History and Funding

The College of Ganado, in Ganado, Arizona, is located on a campus which began as Ganado Mission, built by the Board of National Missions of the United Presbyterian Church in the early 1900's. The role of the Mission and physical plant has changed many times as the needs and desired of the community changed. The Mission first became an elementary school with junior high and high school programs added until a full twelve-year program was being provided. When Ganado Public Schools were opened, first the elementary and later the junior high and high school programs were phased out as the public school expanded its program.

The Ganado Learning Center, also created by the Board of National Missions of the United Presbyterian Church, was organized to provide post-secondary education for those not served by any other programs. Later, as the need for post-secondary and higher education became more pressing, the Ganado Learning Center became the College of Ganado and began operations as a community college in September, 1970. (23:11-12)

When the College and library were first started, a basic book list was developed and Mr. Albert O'Dell, Ganado High School librarian, was hired to order, catalog and organize the new library. Mr. O'Dell worked evenings, weekends and summer vacation to sort the old Mission High School library collection for books to be kept for the college library.

The library is located in a room of the Classroom Building, almost in the center of campus, and has been expanded once by knocking down a wall between two rooms.

The library regularly receives a budget from the general College funds (12:1); funding comes from federal sources as well as private sources. The actual amount of the annual budget is not known. The library also receives many gift books from individuals, organizations and other colleges.

Staff and Services

Ms. Dorothy Hutchison has been the librarian since August, 1972 and is aided in the library by a clerk-typist. Concerning services offered by the library, Ms. Hutchison wrote: "We feel that our first obligation is to our student body so we have not done anything to encourage community use--particularly since the library is not very large yet. However, we never discourage anyone from the community who comes in and always allow them to check out books." (12:1) For the 1972-73, the College had 262 on-campus students and 129 students enrolled in off-campus courses. (21:D-1)

The Collection

The library collection, as of April, 1973, consisted of nearly 6,000 volumes, while the goal is to accumulate 20,000 volumes. The library has a Library Extension Service deposit collection of reference materials. The library subscribes to 75 periodicals but most do not have backruns yet. The library still depends on inter-library loan for some materials and is a member of the Region III LARSS. There is also much cooperation between the Ganado High School and College libraries.

Of course, the library tries to support the curriculum. The College offers an Indian studies program and the Library has been working to build up the Indian materials collection for this, as well as securing the materials needed in any basic college library collection. (12:1)

X. THE NAVAJO TRIBAL MUSEUM LIBRARY, A SPECIAL LIBRARY

There are at least two special libraries on the Navajo Reservation. One is located in the Navajo Tribal Museum in Window Rock, Arizona and the other in the Public Health Service Hospital in Tuba City, Arizona. Since the library facilities of the hospital library are not open to the public and have no significant affect on the Navajo people, this library will not be discussed.

History and Funding

The Navajo Tribal Museum, a part of the Navajo Tribal Government and a section of the Department of Parks and Recreation, was established in August, 1961. The director of the Museum and Research Department, Mr. Martin Link, has held this position since the Museum's inception.

Located within the Navajo Tribal Museum, the Navajo Tribal Museum Library is also called the Navajo Historical Library. The Museum and Visitor's Center is a complex made up of the Museum, the library and a zoo, all of which are located in the Navajo Tribal Fairgrounds in Window Rock, Arizona.

Museum, zoo and library acquisitions are one lump sum in the Museum and Research Department budget, spent at Mr. Link's discretion. Acquisition funds for the Library come from the Museum budget, private donation, funds from the sale of Museum publications and other Museum fund-raising projects. Some funds for the Library come from the activities of the Plateau Sciences Society which is an affiliated organization of the Museum and holds monthly meetings in the Museum Library. The activities of the Society include sponsoring speakers and field trips usually dealing with Reservation or Navajo history, plus fund raising projects with proceeds going for Museum and Library acquisitions and personnel.

Staff and Services

Museum staff members present programs and lectures to civic organizations and school groups on the Reservation and throughout the Southwest, essentially as information scientists. No full-time staff members work exclusively in the Library but Museum staff help with work in the Library.

The Museum periodically publishes volumes of a series titled, Navajoland Publications Series and also miscellaneous pamphlets and brochures on various aspects of the Reservation and the Navajo people.

The Museum makes available, free of charge, small maps, literature and specific information about the Navajo people and land, to visitors from the Reservation and from around the world. Also, the Museum receives thousands of letters a year from people on the Reservation and again from around the world. Essentially, the Museum acts as an information center to residents of and visitors to the Navajo Reservation and is open seven days a week.

Some library materials are occasionally loaned but for the most part this is a non-circulating collection, intended for use by Museum staff members who need to do research for Museum publications, Museum projects and to answer questions. The public is allowed to use the materials so long as they use them in the Library.

The Collection

The Museum Library collection is partially classified under the Library of Congress Classification System. The author has been working in the library summers, week-ends and sometimes during vacations since July, 1970, obtaining LC printed cards for as many items as possible. The classification of the collection is a difficult task because many of the materials are unpublished papers, pamphlets, reports and other small items which call for original cataloging and a special retrieval system.

The collection has been growing since the Museum was established. In the Second Annual Report of the Tribal Museum, dated September, 1963, Mr. Link reported:

> Throughout the spring and summer the Research Library has been steadily improved and expanded. New bookcases, complete with glass doors, have been purchased and have been filled with nearly a thousand dollars worth of newly-purchased books and manuscripts. (28:14)

Research facilities at the Museum Library include a specialized collection of about 2,000 books, pamphlets and other printed material. The collection also includes some photographs, 16 m.m. films, phonodiscs, periodicals and maps. Almost all materials deal with the Navajo and Southwest but some deal with Indians in North America generally.

The Future

Mr. Link hopes to see a new Historical Library and eventually branch libraries open on the Reservation. He feels these should be open especially in the evenings to offer students a place to study. Each should have good magazine and browsing collections. The libraries could occasionally sponsor movies and should have space available for Adult Education and reading classes and community meetings. (3)

If a Navajo Heritage Center (discussed in the following section) is built, Mr. Link sees the Museum library collection easily fitting into the library section of the Center as a research collection. The Navajo Heritage Center Library would be the main public library for the Reservation.

XI. THE NAVAJO HERITAGE CENTER

One possible development in the future of libraries on the Reservation is the creation of the Navajo Heritage Center. Ideas for a heritage center were originally developed by the Navajo Parks and Recreation Department and the BIA Tourism Development Office. Plans were made for a visitor center development, similar in concept to the National Park Service facilities at Zion National Park in southern Utah. This facility has a visitor information service, auditorium and projection room, displays and office space. (17:1) Blueprints for Zion Visitor Center were secured and some discussions of and visitation to the Center were made to determine how the development plans could best be adapted to the Navajo Reservation situation.

A meeting with the Housing and Urban Development Office and tribal representatives was arranged in Los Angeles in October, 1971 to discuss the feasibility of funding such a visitor center through the Neighborhood Facilities Program. The indication from HUD was that the funding possibilities were inconceivable under this program and reference was made to the inadequate utilization of the Neighborhood Facility funded by HUD at Navajo, N. M.

The basic concept and design was changed somewhat through efforts of the Navajo Tribal Museum and their design which incorporated more of a museum and library function in addition to auditorium, offices and visitor information rotunda. (See Appendix VI.) The facility was to be called the Navajo Cultural

Center but the name was changed to Navajo Heritage Center as Navajo Community College was also planning a cultural center as part of its new college campus.

Plans locate the proposed Heritage Center at Window Rock, Arizona in Tse Bonito Park which consists of 36.14 acres withdrawn from Reservation land by the Navajo Tribe for park and recreation development with control delegated to the Navajo Parks Commission.

The National Park Service, Santa Fe Regional Office, developed topographic maps of the park, designed a layout for the buildings, parking area, nature trails, etc. and produced schematic drawings of the proposed facility. The National Park Service civil engineer's cost estimate for construction totalled $2,550,500.

Present development of the park consists of two picnic tables, two fireplaces, outdoor toilets, some signs and no utilities.

The Navajo Heritage Center would be administered by the Navajo Parks and Recreation Department (administration, maintenace, and rangers) and the Museum and Research Department (museum, zoo, and library-research section), each a department of the Recreation Resources Division. (17;2) The components of the Center would consist of (1) Administrative offices, (2) rotunda, (3) museum, (4) auditorium, (5) library, and (6) outdoor facilities. The total floor space of the building would be approximately 7,400 square feet.

Funding for this complex was thought to be coming from the Navajo Tribe, Economic Development Administration, the Office of Economic Opportunity, the Urban Development (HUD) program, the Federal Highway Administration, the Humble Oil Company and the Department of Health, Education and Welfare. Funding for the library portion was hoped to come from the Four Corners Regional Commission. But Mr. Snodgrass, Navajo Tribal Tourism Developer, wrote in a memorandum: "An example of some conflict is the possible funding source of the library function through the Four Corners Library Commission, which requires over 7,000 sq. ft. of floor space for a professional community library as compared to the 2,000 sq. ft. of space in the original plan." (17:5)

Efforts by the Navajo Tribe to coordinate aspects of library service on the Reservation is evidenced by Mr. Steven Godoff serving on the Arizona portion of the Four Corners Library Planning Committee. Mr. Godoff of the Office of Program Development, has worked closely with Mr. Snodgrass in planning the Heritage Center, particularly the library portion.

On August 23, 1972, at the Moab, Utah meeting of the Four Corners Library Services Steering Committee, a letter from Wilson Skeet, Vice-chairman of the Navajo Tribal Countil, was presented by Mr. Godoff. (See Appendix VI)

Mr. Skeet, in his letter to the members of the Committee, stated that the library would serve two primary functions to

" meet the professional research needs of the Tribal Council, its staff and the staff of outside public agencies, and (2) serve as the parent library for coordinating a network of information services which will benefit surrounding communities, and those families rendered inacessible by an inadequate system of roads".

Another factor concerning construction of this facility is the possible relocation of the Navajo Tribal Council headquarters. Facilities in the present headquarters at Window Rock are becoming increasingly crowded and future planning and development of a heritage center must be closely coordinated with any plans for a new capital city.

Since the sources for funds indicated above are mostly Federal offices and have all had major cuts in funds, the plans for constructing this center have come to a standstill. However, Mr. Martin Link is presently working on alternative sources of funding and as of early July,1973, had one pledge of $5,000 toward the construction of this complex.

XII. RECOMMENDATIONS AND CONCLUSIONS

Recommendations

The rural nature of the Navajo Reservation coupled with the exceptional characteristics of the Navajo people call for some unique library programs and delivery mechanisms. There is no lack of suggestions, unique and otherwise, about what could be done if funding were available. The Four Corners Library Planning Committee has produced some suggestions in its preliminary plans for the Four Corners Library Project. These and other ideas are discussed below and the number and variety of ideas illustrates that some people are concerned enough about present shortcomings to have at least given thought to possible solutions.

Bookmobiles

Because of the rural nature of the Reservation, bookmobiles will undoubtedly remain as the primary method of extending library service, regardless of who sponsors the program.

> Services offered by the bookmobile to the Indian community should be greatly expanded. Service to Indians--both on and off reservations--has been handicapped by regional and local conflicts regarding legal and technical responsibility to the Indian population and by a general tendency to relegate responsibilities for Indians to the Bureau of Indian Affairs (BIA). While it is true that some educational opportunities and resources are afforded the Indian through BIA facilities, it is apparent that they fall far short of what is really needed. It may well be difficult to develop a program in conjunction with the BIA, but the State Library--and, indeed, the State Education Department--would be remiss if they continued to hold to the assumption that Indians served by the BIA are fully served. It is a particularly poignant fact of our society that the

> Indian in the United States has long been neglected; in view of our libraries' concern with social awareness, all possibilities for service should be explored. (32:10)

One suggestion is to continue the Arizona Four Corners Mobile Library Project but also enter into cooperation with the Reservation bookmobile programs of New Mexico and Utah. The concept of disregarding state lines is fairly new, but is quite logical here because of the Reservation as one political unit. A well-designed, three-state cooperative program could be more economical by eliminating some duplication of effort while offering better service. According to Ms. Groulx, Utah once offered to provide bookmobile service to northeastern Arizona under contract, but nothing ever became of the offer. (2)

People are always trying to improve on a good thing and this is true of the bookmobile concept. Two variations of the bookmobile theme, especially adapted to Indians, have been located.

Mr. Bernard Richardson, Director of Library Services at Navajo Community College envisions a bookmobile in the form of a small four-wheel vehicle. (36:467) Large, cumbersome bookmobiles with 3,500 volume holding capacities are fine for paved roads, but on the Reservation, most people live from less than one and up to 75 miles off the few paved roads. These small four-wheel vehicles would hold fewer books but could reach more families. Of course, usually only the children read, but during summer vacations, access to reading materials would help maintain reading levels and provide some recreation.

Mr. Douglas Philbrick, a Sioux Indian and one of the few American Indians with a Master's Degree in Library Science, suggests another variation of the bookmobile theme which he calls the mobile learning lab. He suggests that mobile units be equipped to teach and demonstrate what community members want to learn. For example, if the women in the community express a desire to learn more about sewing and cooking, a lab could be equipped with sewing machines and stoves and offer books, films, periodicals, lectures and demonstrations on these subjects. A separate lab could be built for men wanting to learn more about carpentry. (34:112) The mobile units could be moved from community to community or chapter house to chapter house. Use of these miniature information centers might contribute to convincing the community of the need for permanent libraries or information centers. (34:113)

Public Libraries

Certainly the existing public libraries at Window Rock, Chinle, Tuba City and Shiprock should be improved. The possible establishment of a public library in Kayenta and the fuller utilization of the Rough Rock Library Project facilities by interlibrary loan would help improve service to Navajos. In time, more "branch" libraries could be developed in larger communities. All of these public libraries should have advisory boards made up of Indian representatives from the communities. Workshops to educate board members about libraries and board functions are advisable. Tribal authorities should be involved in governing and funding capacities.

To coordinate the whole system of public libraries a professional librarian could be hired and a new library department created in the Navajo Tribal Government. This coordinator would help standardize Reservation libraries and services, design and implement new programs and conduct evaluation of programs. This coordinator could consult with and tie-in activities with the Arizona, New Mexico and Utah state libraries.

Deposit Collections

For the Reservation it is apparent that bookmobile service over a wide area and a few selected community libraries can offer better service than a proliferation of small deposit collections. There are several disadvantages to the deposit collections; the collection grows "stale" and "read out" too quickly and without the regular service of some trained person there is little chance of going beyond the immediate collection for interlibrary loans or any type of reference service. If a regular rotation system of collections was organized with provision for their regular exchange plus a request system, there might be more value to the small deposit collection idea. Without this rotation of books, a bookmobile gives better service as there is a fresh selection of books each visit and a wider overall selection, as well as the provision for requests and reference services through the headquarters library.

Home Library Project

The home library project is potentially of value, but care should be taken not to offend the recipients of the books. For this reason a careful study should be undertaken prior to the distribution of books for home libraries to determine the attitude of the people toward such a program. Should the program be workable, the second step would be to determine the informational needs of the people. These needs should be determined by the people involved, not by the administrators of the program. The solution to this problem would be to have the program administered by local people. The book collections would be rotated and renewed frequently, and there would be no hard and fast rules governing the use and return of materials used. As much as possible, the home library program should be combined with other projects previously mentioned.

An Organization of Reservation Librarians

There should be more cooperation among all types of librarians on the Reservation and this could be accomplished by establishing an organization of Reservation librarians. This organization would help bind library workers and their similar problems. With the help of the Navajo Tribal Library Coordinator and state library agencies it could sponsor workshops to help raise levels of training for library workers. Different aspects and levels of library work could be offered at the same workshop or through a number of small ones. Professional librarians could conduct sessions for library technicians while outside consultants could be brought in to offer higher level training for the professionals. Only one example of the importance of these workshops is the number of library aides presently running elementary school libraries in New Mexico.

Cooperation with Other Programs

To promote use of library resources and knowledge of library programs, other agencies and personnel can be utilized. On the Reservation there are innumerable programs under the Navajo Tribe, the Bureau of Indian Affairs, the Public Health Service, the churches, the state governments and there are many independent federally funded programs. The libraries on the Reservation should work closely with these agencies because as an information center, a great deal of service will probably be identifying program services and directing people to the agency that will answer their needs.

The Hiring of Navajos

All libraries on the Reservation should hire Navajo people, if not as professionals, then as para-professionals and non-professionals. The literature on library service to Indians supports this recommendation. "All effective programs of service report Indian aides on their staffs. In fact, it might be stated that without an Indian person of the same tribe as the tribe to be served to act as liaison, it is doubtful that a program can be more than a paper tiger." (31:unpaged) The researcher witnessed the effect of this essential but uncommon practice in a public high school on the Reservation. The library aide was a Navajo male, about 21 years old, who had attended the school where he is now working. As during his school years, he is very active in the school sports program. The librarian, thirteen years at this school, said there are more students in the library than ever before, certainly more boys and she attributes the fact mostly to the aide's presence. At the time the library was visited, the aide was splicing film at a table in the middle of the library and talking with four boys sitting around the table with him.

The librarian said she is glad to have the increase in people coming into the library; she has noticed that many of the boys who come into the library to talk with the aide often drift to looking at books around the library and browsing through magazines which are kept in one corner of the library.

The above high school, some school libraries, the Window Rock Public Library, the Arizona bookmobiles and eventually Navajo Community College are among the few libraries on the Navajo Reservation that have hired Navajo people. Almost all of the Navajo people working in libraries are non-professionals. The qualifier "almost all" is used because though none are known of, a few professionals might exist, most likely in school libraries.

Granted that there is a lack of trained Navajo library professionals and para-professionals; nevertheless, it appears that existing agencies such as the New Mexico and Utah bookmobiles could exert more efforts to find, hire and train Navajo bookmobile workers. More training programs and more vigorous efforts to recruit native persons for training are needed. The few such programs which exist are discussed below.

The Library Training Institute

The information about this Institute comes from an interview with Dr. Norman Higgins, director of the program, held at Arizona State University, Tempe, Arizona, on June 4, 1973. The four year program at Arizona State University (ASU), called the Library Training Institute is presently training eleven Indian people to be media specialists in school libraries. Three in the program are Navajo people. Enrollment in the program has shifted and changed somewhat since the beginning in 1971, but for the most part, participants who started in the program as freshmen are now juniors.

Participants in the program receive stipends and counseling while taking regular courses offered by ASU; they meet periodically and are also provided with tutors when needed. They major in either elementary or secondary education and minor in library media. When participants graduate, they will be certified teachers, ready to run school libraries.

Being an Office of Education funded program, tuition and fees are paid by the program and students receive $75.00 a week stipend, plus an additional amount for each dependent. Originally intended to be a four year program running from September, 1971 to May, 1975, this program has lost funds for the last year because of federal funding cuts. Dr. Norman Higgins, as director of the program is responsible for locating funds and has approached the BIA in Washington D. C. to supply funds for the 1974-75 school year, but their reaction was not favorable. He felt that they would be the logical ones to continue program funding because there are Indians from several states in the program and indications are that some will return to their states to work in BIA schools. As alternative sources of funding, Dr. Higgins intends to contact the Arizona State Department of Education, tribal governments and possibly private sources. It is not known how the program will continue through its fourth year. The free tuition and living stipend attracted most participants. Dr. Higgins said that without the stipend probably all but three of the participants would be forced to drop out of the program for financial reasons. Nine of the participants are women, almost all with families to support.

As stated before, three in the program are Navajo. At present it seems that all participants will return to their

Reservation or go to BIA schools.

Part of the rationale behind the program was to fill the need of getting more Indian professionals working in schools with large Indian enrollments. Program planners realized the expense and immensity of a program to train enough Indian teachers to replace all non-Indians teaching in schools with large numbers of Indian students. As an alternative, plans turned to training school library/media personnel. One Indian person in the library would have close contact with all students, teachers, administrators and the community and could help bring about educational change. Two of the objectives of the program are (1) to train program participants to build up good, relevant and ethnically slanted materials collections and (2) to train these people how to work with students, teachers and administrators to help better tailor education to Indian students and their special needs.

This type of program is what is needed to attract Indian people into training for work in libraries. These people in turn, with ethnic background, native languages, knowledge of the Indian people and communities and with built-in rapport and concern, can return to work with Indian people, teaching the usefulness of libraries and furthering the educations of Indian people. Participants contacted unanimously said that they did not foresee any difficulties in obtaining jobs which is a good indication that Indians, well-trained are wanted.

Other Universities and Colleges

With the push to hire minority staff in all areas, there are many educational opportunities available to Indians. Accredited library schools and schools which offer library science courses could probably be persuaded to offer some type of scholarship to Indian students willing to enroll.

A number of universities in the area around the Navajo Reservation offer courses in library science. Some of these are Northern Arizona University in Flagstaff, and the University of New Mexico in Albuquerque; both could train Indian para-professionals and school librarians but with the exception of the program at ASU, these institutions do not actively recruit Indian people. (See Appendix VII for additional information.)

Mr. Bernard Richardson has suggested that efforts should be made to "establish a formal program at NCC to train Navajos as library-aids, not only to man the potential community reading room service centers at Chinle, Kayenta, Shiprock, Ganado and Tuba City but also to fill the clerical vacancies in libraries in the entire Southwest". (36:467)

It has also been suggested that the Library and Media School of the University of Albuquerque, in cooperation with the Southwestern Indian Polytechnic Institute, a technical and vocational training center for Indians in Albuquerque, train library technicians and make special efforts to recruit candidates willing to return to the Reservation. (22:11)

St. Michael's High School

The librarian at St. Michael's High School, Sister Georgiana Rockwell with a Master's Degree in Library Science, has created a very thorough library training program for the high school girls. The school is a private Catholic girl's school with a program by which students can earn credits toward graduation by working in the library. The school also sponsors a very active chapter of the Student Library Association of Arizona, and offers a course, titled Library Science.

In all three library related activities, students do card typing, book accessioning, original cataloging with Library of Congress Classification schedules and other tasks, all of which are rotated so that all girls are experienced in many phases of library work. This year there were 22 members in the Naatsiilid (Navajo for Rainbow) Club. (37:A-14) Many of the girls become essentially trained library technicians since some participate in all three library related activities.

Conclusion

There is a need for all types of information services on the Navajo Reservation. More materials, more staff and longer hours of service, and special outreach programs are needed in existing library facilities. Distances people must travel to satisfy their informational, educational, recreational and cultural requirements must be reduced. Existing services need to change their focus in order to deal with students and establishing them as library users and adults in meeting problems of career development, health and other priority concerns of the area. (26:4)

From examining state library laws and the extent to which the state libraries fulfill their duties, it can be concluded that they are almost entirely meeting their legal obligations. But certainly it cannot be concluded that the Navajo people are receiving adequate library service. To support the services needed, a steady source of funds is needed and possibly responsibility can be attached to the Federal Government.

"...the history of services to the Indians in the Southwest has been one of federal jurisdiction with little local responsibility or federal support. Unfortunately, no special federal money has been earmarked for public library projects or materials for the Indians." (7:3)

Navajo Indians pay no local or state property tax, no state or local sales tax and as of March 27, 1973, Navajos in Arizona pay no state income tax. This Supreme Court decision may eventually apply to some states presently levying income tax on Indian citizens. The fact that the Indian populations in these states are not paying taxes may also affect the amount of services received from the state governments. Navajos do, however, pay federal income tax and most local services and education funding for them comes from the Federal Government.

The above taxation situation is very similar to the Canadian Indian bands and reservations. Canadian Indian bands began expressing interest in having libraries in the 1960's, many developing volunteer libraries on their own. As a result of this interest, Saskatchewan's provincial library and the Indian-Eskimo Association approached the Department of Indian Affairs and Northern Development,(comparable to the U. S. Bureau of Indian Affairs) with facts and figures about libraries in relation to Canadian Indians. This presentation of facts showed that Indians did make use of community libraries and that Indian bands had made numerous requests for information on establishing community libraries and joining regional library systems. (40;38-39)

In March, 1967, the Department of Indian Affairs and Northern Development made provisions for library grants amounting to $1.00 and later $1.50 per capita from Grants to Bands Funds. (19;49) Also a library consultant was added to the Department staff. To get these funds, the individual Indian band must show initiative in establishing library service, must match grants with at least 10¢ per capita and must establish a working arrangement with a larger library system. Federal library grants and band contributions take the place of local tax funds available in other communities and allow tribal libraries to join systems on an equal basis. (19:49)

It is conceivable that the above funding program could be initiated in the U. S., for the benefit of Navajo Indians and all Indians in the U. S.. Librarians should apply pressure to either the U. S. Office of Education or the Bureau of Indian Affairs until one or the other accepts responsibility and establishes an active Indian library service division. (19:46) Certainly the American Library Association Library Service to American Indian People Subcommittee, a part of the Library Service to the Disadvantaged Committee, could and should help with the establishment of such a funding program.

Suggested Further Study

Although this list of library services on the Navajo Reservation seems to be quite long, it was not possible to determine who uses these services. It is the strong conviction of the researcher that probably half of the usage is by Anglo people and yet they cannot comprise more than 10% of the population of the area.

One recommended study which will take time and money is to determine what percentage of usage of library facilities on the Reservation is by persons of Navajo descent. One could do this by counting how many of the bookmobile and public library card holders are of Navajo descent and determine how much of the total circulation of school, public and bookmobile library collections is by Navajo patrons.

Another aspect of library service to Navajos that merits research might be a study on what Navajo people want in relation to an information or library service. Over half of all Navajo adults over 25 years of age are illiterate in English and only one-third to one-half of all Navajos over 25 speak English. If Navajo adults knew the library could act as an information center, rather than just a place for books, they might be overjoyed to have it. The Rough Rock Library Project study and method could be used as a basis or guide for determining needs and desires of the people but efforts should be made to get a truely random sample.

Another possible study would be to interview tribal council members to determine their information needs and desires. At present, the Navajo Tribal Council members have no type of information or library services available to them.

APPENDIX I

INTERVIEW QUESTIONNAIRE--STATE LIBRARIES

Budget

1. Is a specific portion of your budget allocated to Reservation services?

2. What amount and is it specifically allocated for what type of services?

3. What are the sources of these funds?
   Grants (private, foundations)
   State?
   Federal?

4. Do any of the tribes in the state contribute money for services to themselves?

5. Has anyone approached the tribal governments to arrange for cooperation?

6. Do any of the large businesses with plants on the Reservation contribute in any way to the operation of libraries? With money? With volunteer workers?

Staff

7. Do you have a specific number of staff working exclusively with services to the Navajo Reservation?

8. Are any members of the state library staff Navajo?
   Other tribes?
   What educational levels do they have?
   What are their job functions?

Services

9. How many bookmobiles does the state library own and operate?

10. Do any bookmobiles make regular runs to areas of the Reservations?
    How many vehicles?

11. Do bookmobiles have a base from which they operate?

12. Where do they go on the Reservation?
    Where are the regular stops?
    How often are these visited?

13. What is the criterion for using the bookmobiles?

14. Are cards required?
Is there an age limit?
What information is asked for on the card applications?
Do parents have to sign for their children?
Do parents have to be employed to qualify for cards?
Are there other limits?

15. What is the percentage of service to the following groups:
Traders' families?
Missionaries' families?
Teachers and their families?
Navajos?

16. Are any of the bookmobile staff of Navajo descent? Navajo speaking?

17. What type of materials are in each bookmobile collection?
Type of materials?
Size of collection?
Languages?

18. Is it a general collection or are special areas emphasized?

19. Who determines what should be in the bookmobile collection?
Is there a selection committee?
Is there a written selection policy?

20. Do you have any mail-based library services to isolated areas?
Are there any limits on who uses mail requests?
Who has used this service in the past?
Who uses it the most?

21. Do you have any library collections placed anywhere on the Reservation? That is collections of materials left at one spot (trading post, chapter house, etc.).
How many of these exist?
Where?
What are the criterion for using the collections?
Who manages the collections?
How often are they changed?
Who changes them? Is this possibly part of the bookmobile function?

22. What kind of materials constitute deposit collections?
Types of materials? Books? Audio-Visual?
Is there a patron age emphasis? Is there emphasis on serving children?

23. Are there any (volunteer) libraries on the Reservation portion of your state?

24. I have heard of the ______________________ public library (s), are there any others in the state?

25. How did these originate?

26. Does the state library assist with these (volunteer) efforts?
    How?
    Consultation?
    Funds?
    State library extension books?
    Others?

27. What do you see as the possibilities of setting up branch libraries in larger settlements on the Reservation.
    Time limits?

28. Do the public libraries close to the Reservation have any outreach programs? (Define outreach)

29. Do you know of any other libraries which have outreach programs to the Reservation.
    Public libraries?
    Academic libraries?
    Business libraries?

30. Do any of the libraries located close to the Reservation have any positions filled by Navajos?
    What are their education levels and job functions?

31. Do you know if any Reservation school libraries are kept open extra hours or in the summer?

APPENDIX II

INTERVIEW QUESTIONNAIRE-SCHOOL LIBRARIES

Budget

1. What is the annual budget for the operation of the school library (1972-73)?

2. Have there recently been any significant changes? Any expected changes?

3. How much voice do you have in determining the amount of the library operating budget? In allocation (how the library portion of the budget is spent)?

4. What are the sources of your support funds?
   - State?
   - Federal?
   - Private foundations?
   - Tribes?
   - Other?

5. Has anyone approached the Navajo Tribal Government for cooperation?

Staff

6. What is the total professional staff of this school?
   - Teachers?
   - Administration?
   - Librarians?

7. What is the total number of staff members working in the library? Full or part-time?

8. How many of the library staff are Navajo? Navajo speaking?

9. What education levels do they have?

10. What are their job functions?

Services

11. What library services are offered while school is in session?
    - To students?
    - To others?

12. What are the criterion for borrowing materials?
    - Books?
    - Audio-visual equipment and materials?

13. What type of collection does the library have?
    Size?
    Kinds of materials?
    Languages?

14. Is it a general collection or are special subject areas emphasized?

15. Who does the selection?
    Do you have a written selection policy?
    Is there a selection committee?

16. Is the library open before or after regular school hours?
    On week-ends?

17. Is the library open in conjunction with summer school?
    Otherwise?
    What limits to summer use?

18. Do you know of any school systems in the state that have instituted a school summer library program?

19. Have possibilities for that type of program been discussed here?

20. What are the probabilities for such a program being instituted?

21. Has anyone you know of looked into the financial aspects of such a program?
    Are state or government funds available?

22. Since you work so closely with school children and know their need for books and learning materials best, including during the summer months, could you suggest any ways of expanding or improving library services on the Reservation?

APPENDIX III

*Note-On this and the following list, if there is no notation, the stop is on or very near the Navajo Reservation, Hopi means the stop is on the Hopi Reservation and No means the stops is not near the Navajo Reservation.

March - April, 1973

Monday, Mar. 26		
	Navajo Nat'l Monument	5:00
	Black Mesa	6:00
Tuesday, Mar. 27		
	Red Mesa	9:00
	Mexican Water	1:00
	Tse Nez Iah	1:30
	Dinnehotso	2:30
Wednesday, Mar. 28		
	Chilchinbito	9:00
	Kayenta Mobile Homes	1:00
	Kayenta Low-Rent Housing	2:00
	Kayenta Trading Post	3:00
Thursday, Mar. 29		
	Tsegi	8:30
	Cow Springs	9:30

Tuesday, April 3		
	Sacred Mountain	9:00
	Antelope Hills	9:30
	Hank's Trading Post	9:45
	Spider Web Ranch	10:30
	Wauneta Trading Post	11:00
	Gray Mountain	1:00
	Cameron	2:00
Wednesday, April 4		
	Cliff Dwellers	9:30
	Vermillion Cliffs	10:00
	Marble Canyon	10:30
	Lee's Ferry	12:00
	Navajo Springs HMC	1:30
	Bitter Springs	2:00
	Cedar Ridge	2:30
	The Gap	3:00
Thursday, April 5		
	Fancher Ranch	9:30
	Wupatki Nat'l Monument	10:00
No	Sunset Crater	11:30

Tuesday, April 10		
	Tonalea	10:00
	Shonto	1:00
Wednesday, April 11		
	Kaibito Boarding School	9:30
	Kaibito Elementary	1:00
	Kaibito Trading Post	2:00
Thursday, April 12		
	Coal Mine Mesa	9:30
Hopi	Moenkopi	10:30
	Tuba City N.P.D.	1:00

Tuesday, April 17		
	Twin Arrows	9:00
	Sunset T.P.	2:00
	Leupp	3:00
	Leupp EPNG	4:
Wednesday, April 18		
No	Parks	1:00
No	Williams EPNG	3:30
Thursday, April 19		
No	Happy Jack	9:30
No	Schnebly Hill	1:00
No	Kachina Village	2:30

This free library service is funded by the Library Services and Construction Act and the Four Corners Regional Commission. If you are unable to find the books you are looking for ask the bookmobile operator about our free mailing service.

Jean Groulx, Librarian
Andy Deering, Library Assistant
Bob Smyth, Jr., Bookmobile Operator
Charlene Joseph, Clerk

ARIZONA LIBRARY EXTENSION SERVICE
Four Corners Bookmobile Project
c/o Flagstaff Public Library
11 West Cherry
Flagstaff, AZ 86001
Phone: 774-6977

ARIZONA LIBRARY EXTENSION SERVICE

Four Corners Bookmobile
420 W. Gilmore, Winslow, Arizona 86047
April, 1973

Tuesday, April 3

pi	Hotevilla-Bacavi	10:00
pi	Oraibi Tribal Housing	12:00
pi	Oraibi Mission School	2:00

Wednesday, April 4

pi	Second Mesa Day School	9:00
pi	Keams Canyon:	
	Housing Complex	12:30
	U.S.P.H.S.	1:30
	B.I.A. Housing	2:30
	L. & A. Trading Post	3:30
	Keams Trading Post	4:00

Thursday, April 5

Teas Toh	9:30
Seba Dalkai	10:30
Dilkon	1:00

Tuesday, April 10

Indian Wells	10:30
White Cone	11:00
Toyei	2:00

Wednesday, April 11

Steamboat	8:30
Cornfields	9:30
Greasewood	10:30
Ganado	3:00

Thursday, April 12

Navajo EPNG	9:00
Klagetoh	11:30
Wide Ruins	1:00

Tuesday, April 17

Meteor Crater	9:00
Chilson's Ranch	10:00
Canyon Diablo	11:00
Blue Ridge Ranger Sta.	2:00

Wednesday, April 13

Sun Valley	9:30
Painted Hills	11:00
Old Stage Stop	11:30
Houck	1:00
Pine Springs	1:45
Indian Ruins	3:00
Sanders	3:30
Chambers	4:30

Thursday, April 19

Navajo	12:00
Petrified Forest	2:00
Woodruff	3:30

Tuesday, April 24

Pinon	11:30
Low Mountain	2:00
Cottonwood	3:30

Wednesday, April 25

Rock Point	10:00
Round Rock	
Lukachukai	

Thursday, April 26

Many Farms	9:00

This free library service is funded by the Library Services and Construction Act and the Four Corners Regional Commission. If you are unable to find the books you are looking for, ask the bookmobile operator about our free mailing service.

Jean Groulx - Librarian
Andy Deering - Library Assistant
Elaine Harvey - Clerk
Tommie Scott - Bookmobile Operator

APPENDIX IV

P.O. BOX 167
BELEN, NEW MEXICO

BOOKMOBILE SCHEDULE
APRIL, MAY, 1973

ONE-DAY RUNS

TUES., April 3, May 1

Paguate	9:30 - 10:30
Jackpile Mine	11:00 - 12:00
Acomita	12:30 - 1:00
St. Joseph's School	1:15 - 2:30
San Fidel	2:45 - 3:30

WED., April 4, May 2

Santa Ana (1)	9:30 - 10:00
Santa Ana (2)	10:15 - 11:00
San Ysidro T.P.	11:45 - 12:15
Jemez Pueblo Comm. Center	12:30 - 1:00
Jemez Pueblo Day School	1:15 - 2:30

THURS. April 5, May 3

Isleta Headstart	10:30 - 11:30
Los Lunas Honor Farm	12:30 - 1:30
Meadow Lake	2:30 - 3:30

THREE-DAY RUNS

TUES., April 10, May 8

* El Morro	11:00 - 11:30
* Ramah School	12:00 - 1:00
St. Anthony's (Zuni)	1:45 - 2:45
Black Rock (Zuni)	3:00 - 4:00

WED., April 11, May 9

* Tohatchi B. S.	9:00 - 10:00
* Naschitti Elem. School	10:30 - 11:30
* Shiprock Chapter House	1:30 - 3:15

THURS., April 12, May 10

* Ft. Wingate P.O.	9:00 - 9:30
* Thoreau P.O.	10:00 - 11:15
Prewitt T.P.	11:45 - 12:15
Bluewater School	12:30 - 1:30
Anaconda (Clinic)	1:45 - 2:30

Those marked with an * are on or very near the Navajo Reservation. Total stop time equals 7 hours.

ONE-DAY RUNS

TUES., April 17, May 15

Peralta	10:30 - 11:00
Isleta Pueblo Plaza	1:00 - 2:00
Isleta Pueblo School	2:00 - 3:00
Bosque Farms	3:15 - 4:30

WED., April 18, May 16

Cochiti Pueblo	10:00 - 10:30
Bernalillo P.O.	11:00 - 12:00
Zia Pueblo Day School	1:00 - 2:30
Zia Pueblo Village	2:30 - 3:30

THURS., April 19, May 17

Paraje Village	9:30 - 10:00
Paraje Headstart	10:15 - 10:45
New Laguna P.O.	11:00 - 11:30
Laguna Headstart*	11:35 - 12:00
Laguna T.P.	12:15 - 1:00
Cubero	1:30 - 3:00

THREE-DAY RUNS

TUES., April 24, May 22

Lindrith Camp (EPNG)	11:00 - 12:00
Counselor's T.P.	12:30 - 1:00
Mission Hospital	1:30 - 2:30
Chaco Plant (EPNG)	3:30 - 4:30

WED., April 25, May 23

Cedar Hill	9:00 - 10:00
Navajo Dam	10:30 - 11:00
Blanco Camp	11:30 - 12:00
Blanco Plant (EPNG)	1:30 - 2:30
*Bloomfield	3:00 - 4:00

THURS., April 26, May 24

Ballard (EPNG)	9:15 - 10:00
Berean Mission	10:30 - 12:00
Lybrook Mercantile	12:30 - 2:00

This Bookmobile is a library service from the State of New Mexico to all who wish to use it. There is no registration fee and no overdue fines. The borrower is asked just to return the books. Any lost books should be paid for.

APPENDIX V

Note-All stops marked with an * are on or near the Navajo Reservation.

SAN JUAN COUNTY
BOOKMOBILE #15 SCHEDULE
SUMMER 1973

Headquarters
266 North Main
Monticello, Utah
Phone: 587-2281

James L. Lisonbee
Librarian

Office Hours
8:00 a.m. - 12:00 noon
Daily except Saturday,
Sunday and Holidays

Day and Date	Service Hours	Community	Stopping Place
Monday	5:00 p.m. - 5:25 p.m.	East Highway	Saunders
	5:30 p.m. - 6:00 p.m.	East Highway	Harris Home
	6:00 p.m. - 7:20 p.m.	Cedar Point	Medleys and Gidcombs
	7:30 p.m. - 9:00 p.m.	Cedar Point	Schoolhouse
une 11, 25	July 9, 23		August 6, 20
uesday	9:30 a.m. - 10:45 a.m.	Mexican Hat	Post Office
	11:00 a.m. - 1:50 p.m.	Mexican Hat	* Reservation Housing
	2:00 p.m. - 2:30 p.m.	Mexican Hat	* Co-op
	2:45 p.m. - 4:00 p.m.	Mexican Hat	* San Juan Motel
	4:15 p.m. - 6:00 p.m.	Mexican Hat	* Church
une 12, 26	July 10, 24		~~August 7~~, 28
ednesday	9:30 a.m. - 10:30 a.m.	Oljato	* Church
	10:45 a.m. - 12:15 a.m.	Oljato	* Trading Post
	12:30 p.m. - 1:30 p.m.	Monument Valley	* Locomotive Rock (Train)
	2:00 p.m. - 3:00 p.m.	Monument Valley	* Hospital
	3:05 p.m. - 4:30 p.m.	Monument Valley	* 1/2 mile s.w. of Hospital
	4:45 p.m. - 5:30 p.m.	Gouldings	* Trading Post
	6:00 p.m. - 7:00 p.m.	Douglas Mesa	* 3 miles on road
ne 13, 27	July 11, 25		August 8, 29
ursday	9:30 a.m. - 10:30 a.m.	Montezuma Creek	* Post Office
	10:45 a.m. - 11:30 a.m.	Montezuma Creek	* Phillips Camp 1/2 mile East of Camp
	11:45 a.m. - 1:15 p.m.	Montezuma Creek	* El Paso Camp
	1:30 p.m. - 1:45 p.m.	Montezuma Creek	* Navajo Drive-In
	1:45 p.m. - 2:15 p.m.	Montezuma Creek	* Hays Trailer
	2:20 p.m. - 2:45 p.m.	Montezuma Creek	* Todichinis
ne 14, 28	July 12, 26		August 9, 23

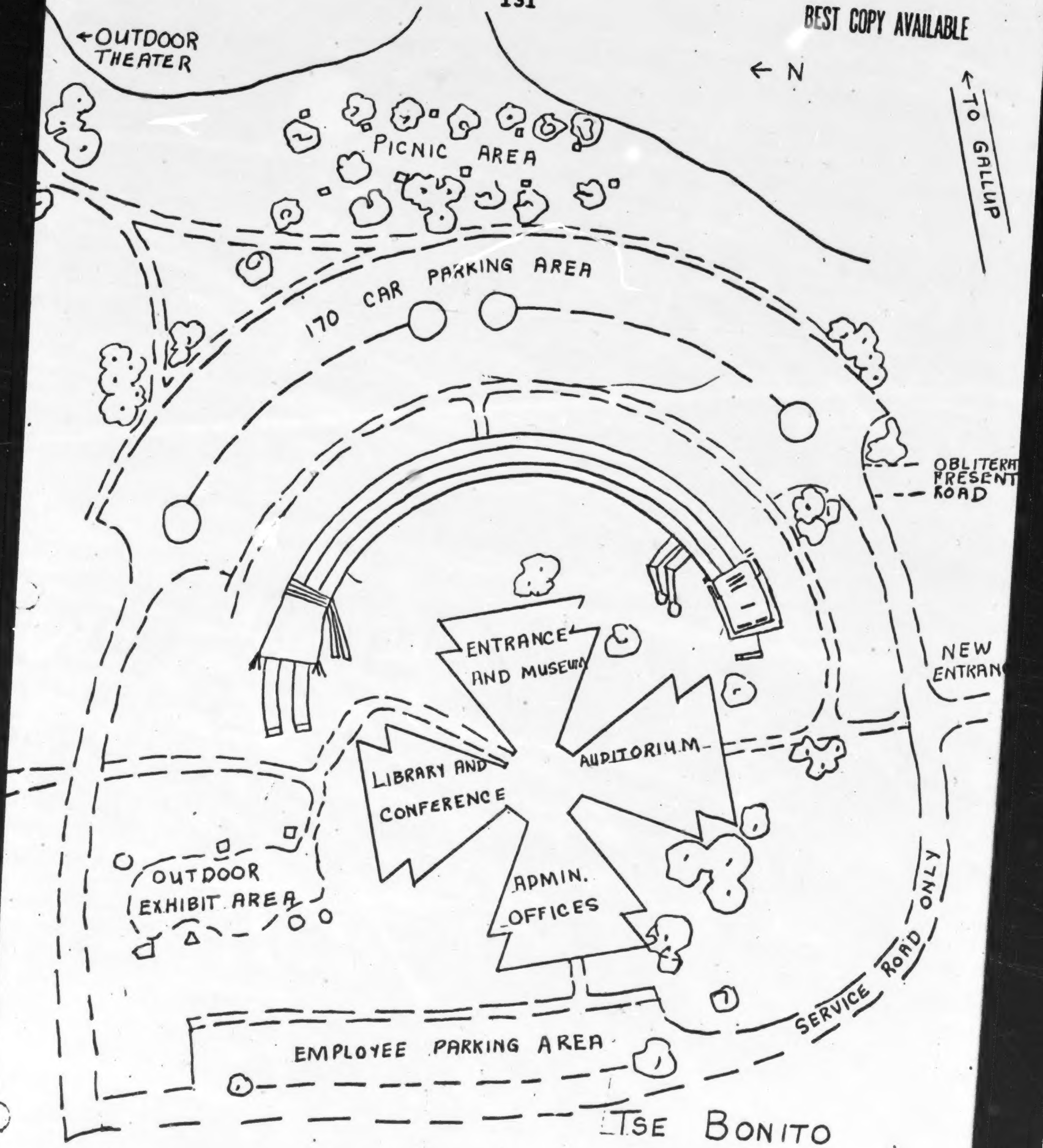
SAN JUAN COUNTY
BOOKMOBILE #15 SCHEDULE
SUMMER 1973

BEST COPY AVAILABLE

dquarters		Office Hours
6 North Main onticello, Utah hone: 587-2281	James Lisonbee Librarian	8:00 a.m. - 12:00 noon Daily except Saturday Sunday and Holidays

ay and Date	Service Hours	Community	Stopping Place
onday	4:00 p.m. - 4:20 p.m.	East Highway	Brant's
	4:35 p.m. - 5:30 p.m.	Eastland	Church
	5:45 p.m. - 7:00 p.m.	Eastland	Harvey's, Crowley, Johnson, Barry's.
	7:15 p.m. - 7:30 p.m.	East Highway	Richardson's
	7:45 p.m. - 9:00 p.m.	Ucolo	• Redshaws, Skidmore's, Poole's, Calliham's, Cressler
une 4, 18	July 2, 16, 30		August 13, 27
uesday	9:30 a.m. - 12:00 noon	Bluff	• Post Office
	12:30 p.m. - 2:00 p.m.	Bluff	• Recapture Motel
	2:15 p.m. - 4:15 p.m.	Bluff	• West End
	4:30 p.m. - 5:00 p.m.	St. Christopher's Mission	• Mission
	5:30 p.m. - 7:00 p.m.	White Mesa	• Dufer's
une 5, 19	July 3, 17, 31		August 14, 28
ednesday	9:30 a.m. - 12:30 p.m.	LaSal	Post Office
	1:00 p.m. - 2:30 p.m.	LaSal	Church
	2:45 p.m. - 3:00 p.m.	LaSal	Plank's
	3:15 p.m. - 4:30 p.m.	LaSal Junction	Trailer Park
	4:45 p.m.–6:30 p.m.	El Paso #2	By Houses
	7:00 p.m. - 7:30 p.m.	Moab	Lammert's
	8:15 p.m. - 9:00 p.m.	Peter's Hill	Shiew's, Sturgeon, Francom
une 6, 20	July 18		August 1, 15, 29
hursday	9:45 a.m. - 10:30 a.m.	Aneth	• Trading Post
	10:45 a.m. - 12:30 p.m.	Aneth	• School
	12:45 p.m. - 1:15 p.m.	Aneth	• 1 mile No. of School
	1:30 p.m. - 2:00 p.m.	Aneth	• 2 miles east of School
	2:45 p.m. - 5:00 p.m.	Aneth	• Trading Post & Indian Stops
7, 12	July 5, 19		August 2, 16, 30

APPENDIX VI



TSE BONITO
TRIBAL PARK
WINDOW ROCK, AZ.

NDOW ROCK, NAVAJO NATION, (ARIZONA) 865'

PETER MacDONALD
CHAIRMAN, Navajo Tribal Council

WILSON C. SKEET
VICE CHAIRMAN, Navajo Tribal Council

August 23, 1972

MEMBERS of
Four Corners Library Services Steering Committee
Four Corners Regional Commission
Moab, Utah

Dear Members:

As Vice Chairman of the Navajo Tribal Council, it has come to my attention that the Four Corners Regional Library Commission is planning a library services program to serve a portion of the Four Corners Region which includes the Navajo reservation. The Navajo Nation has long felt the need of an organized library system, and is actively involved in planning towards this end.

Our immediate goal is to build and operate a Public Library in Window Rock, Arizona, the seat of the Navajo Tribal Government. This library will serve two primary functions: (1) meet the professional research needs of the Tribal Council, its professional staff, and the staff of outside public agencies: (2) serve as the parent library for coordinating a network of information services which will benefit surrounding communities, and those families rendered inaccessible by an inadequate system of roads. The reservation wide outreach of our service will cover 28 per cent of the area and population within your designated library project area.

We feel the library services program you propose will amply lend itself to fulfilling the service ideas of the Four Corners Regional Commission.

Since we share a common objective, it seems to us that this would be an opportune time to coordinate our efforts in an attempt to provide locally designed and administered library services for the Navajo people. We look forward to working with the Commission again to meet this end.

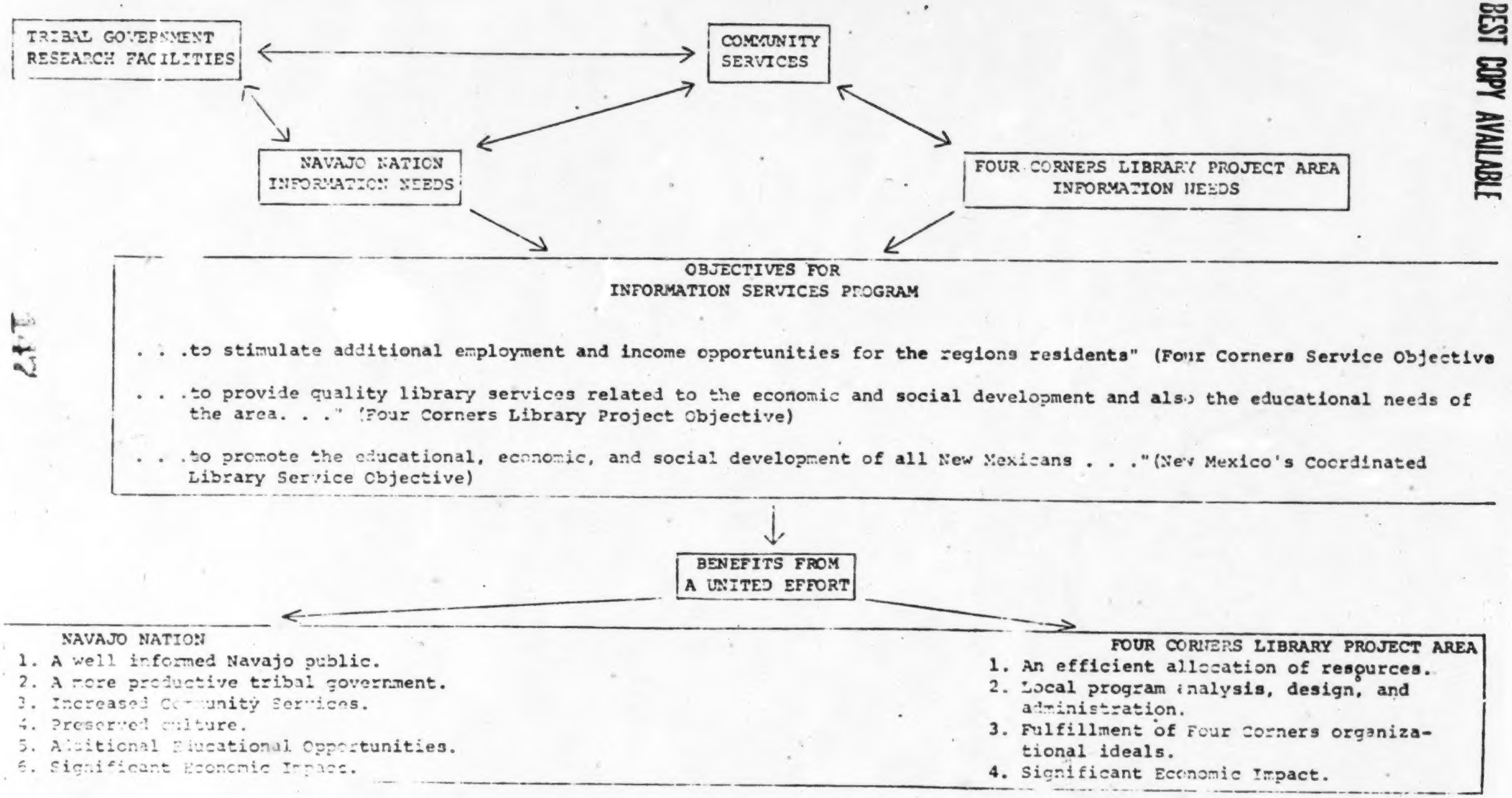
Yours in cooperation,

Wilson C. Skeet

Wilson C. Skeet, Vice Chairman
Navajo Tribal Council

WCS:lf

BASIS FOR COORDINATION ..



TRIBAL GOVERNMENT RESEARCH FACILITIES
COMMUNITY SERVICES
NAVAJO NATION INFORMATION NEEDS
FOUR CORNERS LIBRARY PROJECT AREA INFORMATION NEEDS
BENEFITS FROM A UNITED EFFORT

OBJECTIVES FOR
INFORMATION SERVICES PROGRAM

. . .to stimulate additional employment and income opportunities for the regions residents" (Four Corners Service Objective

. . .to provide quality library services related to the economic and social development and also the educational needs of the area. . ." (Four Corners Library Project Objective)

. . .to promote the educational, economic, and social development of all New Mexicans . . ."(New Mexico's Coordinated Library Service Objective)

NAVAJO NATION

1. A well informed Navajo public.
2. A more productive tribal government.
3. Increased Community Services.
4. Preserved culture.
5. Additional Educational Opportunities.
6. Significant Economic Impact.

FOUR CORNERS LIBRARY PROJECT AREA

1. An efficient allocation of resources.
2. Local program analysis, design, and administration.
3. Fulfillment of Four Corners organizational ideals.
4. Significant Economic Impact.

APPENDIX VII

The University of Arizona, Tucson

In June, 1973, the University of Arizona in Tucson received a Department of Health, Education and Welfare, Office of Education, Bureau of Libraries and Learning Resources grant for an Indian librarianship education program. Funds are coming from Title II-B of the Higher Education Act of 1965. The program will run from August 20,1973 to August 20, 1974. There are 18 positions for (any) people who are from the Southwest and with a Bachelor's degree.

BIBLIOGRAPHY

Interviews

1. Choncoff, Mary, Director of Library Media Services, Arizona State Department of Education. Telephone interview on April 12, 1973.

2. Groulx, Jean, Project Librarian, Four Corners Mobile Library Project. Private interview held at the Flagstaff Public Library, Flagstaff, Arizona, March 20, 1973.

3. Link, Martin, Department Head, Museum and Research Division of the Navajo Tribe. Private interview held at the Navajo Tribal Museum, Window Rock, Arizona, March, 1973.

4. Regan, Lee. Private interview held at the Ocotillo Branch Library, Phoenix, Arizona, April 13, 1973.

5. Richardson, Bernard E., Director of Library Services, Navajo Community College. Private interview held at Navajo Community College, Many Farms, Arizona, March 15, 1973.

6. Ruby, Carmela, Program Coordinator for the New Mexico State Library. Private interview held at the New Mexico State Library, Santa Fe, New Mexico, March 13, 1973.

Correspondence

7. Bisjak, Dina, General Consultant, New Mexico State Library. Personal correspondence with Ms. Jean Warner, February 16, 1973.

8. Davis, Russell,Director of the Utah State Library Commission. Personal correspondence with Margaret Wood, April 23, 1973.

9. Davis, Russell, Director of the Utah State Library Commission. Personal correspondence with Margaret Wood, May 21, 1973.

10. Gillentine, Jane, Library/Media Specialist, New Mexico State Department of Education. Personal correspondence with Margaret Wood, April 30, 1973.

11. Hughes, Richard, resident of Shiprock, New Mexico. Personal correspondence with Margaret Wood, May 14, 1973.

12. Hutchison, Dorothy, Librarian, The College of Ganado. Personal correspondence with Margaret Wood, April 27, 1973.

13. Link, Martin, Department Head, Museum and Research Division of the Navajo Tribe. Personal correspondence with Margaret Wood, May 22, 1973.

14. Ruby, Carmela, Program Coordinator for the New Mexico State Library. Personal correspondence with Margaret Wood, April 10, 1973.

15. Ruby, Carmela, Program Coordinator for the New Mexico State Library. Personal correspondence with Margaret Wood, May 24, 1973.

16. Sharber, Rayma and Ruffner, Elizabeth F., Co-Chairmen, Region III LARSS Board. General correspondence to all interested persons in Apache, Coconino, Navajo and Yavapai Counties, September 22, 1972.

17. Snodgrass, Dave, Tourism Developer, Navajo Tribe. Memorandum to F. Browning Pipestem, Associate Director of Development, Navajo Tribe, August 29, 1972.

18. Townley, Charles, Assistant Director, National Indian Education Association Library Project. Personal correspondence with Margaret Wood, May 22, 1973.

Printed Sources

19. Adamson, Edith. "Public Library Services to the Indians of Canada." *Canadian Library Journal*, Vol. 26, No. 1 (Jan., 1969), p. 48-53.

20. Ball, Val L. "A History of Bookmobile Library Service in the State of Utah." A research project submitted to the Graduate Department of Library and Information Sciences, Brigham Young University, Provo, Utah. In partial fulfillment of the requirements of the M.L.S. degree. Provo, Utah, Brigham Young University, April 30, 1971.

21. "Big News was 10-Year Plan." Navajo Times, April 19, 1973.

22. Bromberg, Erik. *Media Services in the Bureau of Indian Affairs Schools*. A report and recommendations. Albuquerque, New Mexico: Southwestern Indian Polytechnic Institute, November, 1972.

23. The College of Ganado Catalog, 1972-1974. Ganado, Arizona, The College of Ganado, 1972.

24. Department of Library and Archives, Library Extension Services. *Final Report to the Four Corners Regional Commission on Mobile Library Service to Navajo and Apache Counties*. Phoenix, Arizona, 1971.

25. *A Five Year Plan for Library Development in New Mexico, 1972-1977*. Santa Fe, New Mexico, New Mexico State Library, 1972.

26. Four Corners Library Planning Committee of the State Library Agencies of Arizona, Colorado, New Mexico and Utah. *Final Report to the Four Corners Regional Commission*, October, 1972.

27. Ladenson, Alex. *American Library Laws*, 3rd ed. Chicago: American Library Association, 1964.

28. Link, Martin. "Second Annual Report of the Tribal Museum." *Navajo Times*, September 26, 1963.

29. *Minimum Standards for Public Library Systems, 1966*. Chicago: American Library Association, 1967.

30. National Indian Education Association. *A Design for Library Services for the Rough Rock Community*. St. Paul, Minn.: NIEA, June, 1972.

31. Naumer, Janet N. "Library Services to American Indians." *Library and Information Services for Special Groups*. Edited by J. I. Smith. New York: Science Associates International and American Society for Information Science, 1973.

32. *New Mexico's Library Resources: Present Status and a Plan for the Future*. Report to: The New Mexico State Library and The New Mexico Library Development Council. March, 1970. Boston: Author D. Little, 1970.

33. New Mexico State University at Las Cruces. ERIC, Clearinghouse on Rural Education and Small Schools. Institute to Train School and Public Librarians to Work in Communities with Large Numbers of Mexican Americans and Indians, June 8 - July 3, 1970. *Manual for Providing Library Services to Indians and Mexican Americans*. Las Cruces, New Mexico: University of New Mexico, 1971.

34. Philbrick, Douglas. "Library Service to Indians--Letter to the Editor." *American Libraries*, Vol. 3 (Feb. 1972), p. 112-113.

35. Looney, Ralph. "The Navajos." *National Geographic*, Vol. 143, No. 6 (Dec. 1972), p. 740-781.

36. Richardson, B. E. "Wind is Rising; Navajo Community College." *Library Journal*, Vol. 95 (Feb. 1, 1970), p. 463-467.

37. "St. Michael's Students Form Naatsiilid Club." *Navajo Times*, May 10, 1973.

38. Sargent, Nanette. "Library Service to American Indians in the Southwest." Unpublished paper prepared at the School of Library and Information Sciences, University of Missouri, 1970.

39. Smith, Lotsee P., ed. Library Institute on Improvement of American Indian Use of the Library, July 21 - Aug. 8, 1969. Resources and Procedures for Improving American Indian Use of the Libraries. Norman, Oklahoma: University of Oklahoma, 1970.

40. Thews, Dorothy D. "Public Library Services to the Indians of the United States and Canada." Submitted to Professor Harris McClosky in partial fulfillment of the requirement for Lib 8-990, the Degree of Master of Arts in Library Science. University of Minnesota, Minneapolis, Minn., July, 1971.

41. Vaughn, Janet E. Some Suggestions for Librarians in High Schools with Native American Students. Minneapolis, Minn.: University of Minnesota, 1971.

42. The World Almanac and Book of Facts, 1973 ed. New York: Newspaper Enterprises Association, 1972.